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IDENTIFIERS	Deinstitutionalization

ABSTRACT

The annotated bibliography on Normalization--Mentally Retarded contains approximately 100 abstracts and associated indexing information for documents or journal articles published from 1968 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

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Normalization—Mentally Retarded

A Selective Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 683

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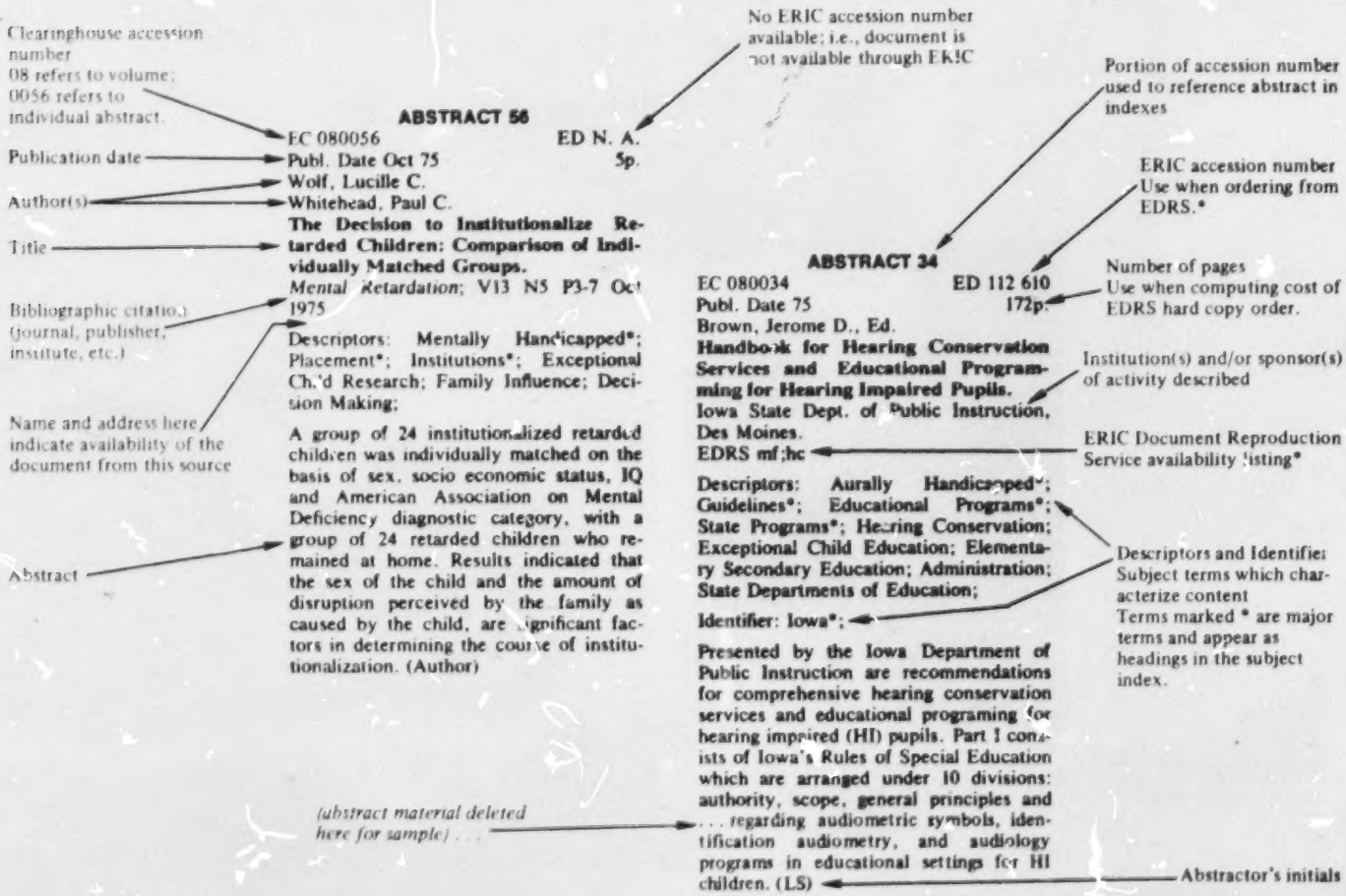
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ABSTRACT 56
EC 080056
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Publication date
Publ. Date Oct 75
5p.
ERIC accession number
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Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Mental Retardation; V13 N5 P3-7 Oct 1975
Bibliographic citation (journal, publisher, institute, etc.)
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Name and address here indicate availability of the document from this source
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Abstract
ABSTRACT 34
EC 080034
ED 112 610
Publ. Date 75
172p.
Number of pages
Use when computing cost of EDRS hard copy order.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf;hc
ERIC Document Reproduction Service availability listing*
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Identifier: Iowa*;
Descriptors and Identifiers
Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample) . . .
. . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is *representative* of journals currently received.

*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901

ACTA Symbolica, University of Akron, Akron, Ohio 44304

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011

**American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610

*American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610.

Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036

ASHA, 9030 Old Georgetown Road, Washington DC 20014

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403

Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036

Australian Children Limited, Box 91, Brighton 5048, South Australia

*Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**Behavior Therapy, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England

British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

*Educating and Training of the Mentally Retarded, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

*Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138

Hearing, 105 Gower Street, London WCIE 6AH, England

*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, **University of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophrenia, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 203, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

**Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 5 North **Wabash Avenue, Chicago, Illinois 60602

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, 86 Newman Street, London WIP 4 AR, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London WIN/AA, England

*New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 22005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington, DC 20036

**Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-103 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

*Slow Learning Child, St. Lucia, Brisbane 4067, Australia

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada

Speech Monographs, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L15 8TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACTS

ABSTRACT 813

EC 003 320 ED 025 881
Publ. Date 68 267p.
Katz, Elias
The Retarded Adult in the Community.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($10.75).

Descriptors: exceptional child services; mentally handicapped; adult education; community programs; vocational rehabilitation; parent counseling; case records; vocational adjustment; behavior problems; counseling services; clinical diagnosis; individual needs; job training; sheltered workshops; evaluation; adjustment (to environment); personal adjustment; social adjustment

The discussion of a series of questions with case illustrations delineates the problems and possibilities of helping retarded adults become valuable, productive members of society. Among topics considered are the definition of retarded adults in the community, the need for concern, and community evaluation and needs of the retarded adult. Also discussed are the ways in which the general and vocational needs of retardates of different levels of ability may be met, and the availability of parent counseling. Principles and services underlying an effective community program are enunciated, and attention is directed to six illustrative community approaches to program planning and to current trends and ideas for further program development. An appendix presents an array of direct services for the retarded and a report of an on-the-job training project; each chapter includes a series of questions for discussion and its own list of pertinent references. (DF)

ABSTRACT 1122

EC 004 912 ED N.A.
Publ. Date Feb 70 6p.
Pumphrey, Muriel W. And Others
Participation of Retarded Children in Regular Recreational Activities at a Community Center.
EDRS not available
Exceptional Children; V36 N6 P453-8 Feb 1970

Descriptors: exceptional child services; mentally handicapped; recreational activities; social adjustment; behavior change; leisure time; social recreation programs; educable mentally handicapped

Over a period of 5 years, 41 retarded children joined numerous kinds of ongoing leisure time activities at a community center. A followup study showed that three fourths of them had done at least minimally well. Although leaders rated the social behavior of retarded members as significantly different from that of normal children in the same groups, differences were manageable and often diminished with continued exposure to normal children. (Author)

ABSTRACT 1517

EC 005 241 ED N.A.
Publ. Date 67 97p.
Penny, Ruthanna
Substitute Parents: Training the Profoundly Retarded Patient for Return to the Community.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child services; mentally handicapped; custodial mentally handicapped; trainable mentally handicapped; institutionalized (persons); training techniques; self care skills; nurses; attendants; case studies; communication (thought transfer); nonverbal communication

Profoundly and moderately retarded children are the focus of a discussion of training techniques for nursing personnel or others assuming the responsibility of care. The author believes that most severely retarded persons can learn self care and may be able to return to their own or to foster homes. An introduction provides training goals and methods, scheduling suggestions, and examples of rewards. The one-to-one relationship of an 8 year old institutionalized nonverbal boy and a psychiatric technician is described as he gradually began to talk and was eventually discharged. A project involving six females from 18 to 38 (IQs 20 to 60) is reported through excerpts from small group interaction meetings. Profound retardation accompanied by physical handicaps is considered as are communication in therapy and suggestions for training prospective foster parents. (RJ)

ABSTRACT 2168

EC 501 206 ED N.A.
Publ. Date May 70 9p.
Rosen, Marvin And Others
Prediction of Postinstitutional Adjustment of Mentally Retarded Adults.
EDRS not available
American Journal Of Mental Deficiency; V74 N6 P726-34 May 1970

Descriptors: exceptional child research; mentally handicapped; adjustment (to environment); social adjustment; employment potential; predictive ability (testing); verbal ability; adults

Twenty-nine demographic, psychometric, and behavioral rating variables were evaluated as predictors of 22 criteria of adjustment for a group of mentally retarded persons discharged to independent community status. Tests of perceptual-motor abilities and behavioral ratings of employment potential showed the highest number of predictive relationships with criteria; tests of verbal abilities and ratings of social adjustment were poor predictors. The results suggested that accurate decisions regarding selection for discharge may ultimately be made from psychometric scores and assessment of work performance within the institution. (Author)

ABSTRACT 3420

EC 006 372 ED N.A.
Publ. Date Aug 70 4p.
Wolfson, Isaac N.
Adjustment of Institutionalized Mildly Retarded Patients Twenty Years After Return to the Community.
EDRS not available
Mental Retardation; V8 N4 P20-3 Aug 1970

Descriptors: educable mentally handicapped; followup studies; adjustment (to environment); social adjustment; vocational adjustment; adults; mentally handicapped

A review of socio-economic adjustment of 163 male and female mildly mentally handicapped adults was made twenty years after their discharge from a New York State Institution. The study indicated a wide range of adjustment from high to satisfactory level in a large percentage of the group (57.5% of males and 70% of females) to various degrees of maladjustment in the rest of the group. In view of the fact that at the time of their discharge the only community facility available for the mildly mentally handicapped was special classes in some schools, it is evident that the successful adjustment was made possible by their personal resources. Those who failed received the same assistance from existing agencies as the non-mentally handicapped in similar circumstances. (Author)

ABSTRACT 3422

EC 006 374 ED N.A.
Publ. Date Aug 70 3p.
Roos, Philip
Normalization, De-Humanization, and Conditioning--Conflict or Harmony?
EDRS not available
Mental Retardation; V8 N4 P12-4 Aug 1970

Descriptors: exceptional child education; custodial mentally handicapped; educational methods; residential programs; institutional environment; conditioned response, mentally handicapped; operant conditioning; behavior change; normalization

The paper attempts to reconcile the current philosophy of normalization with the increasing expansion of behavior-shaping strategies. Programs for the profoundly mentally handicapped present the greatest possibility of conflict between the two approaches. Implications for design of physical facilities and equipment are given special attention. The author concludes that behavior-shaping programs can be completely compatible with the Principle of Normalization. (Author)

ABSTRACT 41

EC 04 0041 ED 054 587
Publ. Date 70 41p.
Clark, Mary Jane; Clark, Kenneth
Scandinavian Programs for the Mentally Retarded: How They Work.
Northern Wisconsin Colony and Training School, Chippewa Falls
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; educational programs; foreign countries; social adjustment; educational objectives; self care skills; educational facilities; sheltered workshops; sexuality; daily living skills; Denmark; Sweden; Norway

Organizational structure, educational objectives, and general information are presented on educational programs for the mentally handicapped in Denmark, Sweden, and Norway. The basic goal of Scandinavian programs for the mentally handicapped is normalization, with emphasis on social adjustment to prepare retardates for assimilation into community living. Description of Danish programs covers institutional facilities, residents' living quarters, sexual needs, sheltered workshop training, affiliated social workers, hostels, hostel pensionet for 11 mentally retarded couples, Society and Home for the Crippled, special education at Rodovre, and the National Parent Organization. Discussion of Swedish service facilities covers County Council responsibility, individual normalization, several institutions, sexual needs, activities of daily living, sheltered workshops, and staff. Outline of Norwegian programs includes program responsibility for the mentally handicapped on the basis of IQ, private organizations, national organization, craft work, religious teaching, vocational skills, and development of self reliance. Concluding the study are Scandinavian information sources on institutions and agencies, individuals, mimeographed material, and brochures and publications. (CB)

ABSTRACT 439

EC 04 0439 ED N.A.
Publ. Date 71 8p.
Kelley, Francis P.
Mansfield's Community Group Homes.
EDRS not available
Group Process; V4 N1 P52-9 Fall 1971

Descriptors: exceptional child services; community services; mentally handicapped; adults; group living; social development; residential programs; Connecticut

Community group homes for mentally retarded adults are discussed. Administered by the Mansfield Training School in Connecticut, the group homes are designed to maximize integration of Connecticut's resources at state, private residential, and ancillary center levels. The group home is explained to be a self-sufficient residential unit for a small group of unrelated retarded persons. Many group homes are said to be situated in middle-class neighborhoods and to accommodate an average of 10 adults. Cost of operating a group home is estimated at less than half the cost of maintaining the same individual at a large residential institution. The group homes are administered by the training school's social service department with the objective of providing programs aimed at optimal integration with the community. Day activity programs, church attendance, trips, movies, and leisure activities are briefly mentioned. Successful operation of a group home is shown to depend upon good staffing. Residents in the group homes are said to have discovered great independence and to have experienced more social development than anticipated. (CB)

ABSTRACT 692

EC 04 0692 ED 057 524
Publ. Date 71 16p.
Cohen, Julius S., Ed.
Confrontation and Change: Community Problems of Mental Retardation and Developmental Disabilities.
Michigan University, Ann Arbor, Institute for the Study of Mental Retardation and Related Disabilities
Maternal and Child Health Services (DHEW), Washington, D. C.
EDRS mf,hc
University of Michigan, Publications Distribution Service, 615 East University, Ann Arbor, Michigan 48106 ($2.50).
Papers Presented at the Second Annual Conference Of the ISMRRD (March 4-5, 1971).

Descriptors: exceptional child services; mentally handicapped; community services; community attitudes; environmental influences; legal problems; Negro youth; labeling; child advocacy

Two major papers consider community problems of mental retardation and developmental disabilities, while two others present possible resolutions. Two selections present reactions to each of the four major papers. In the first major paper John L. Johnson discusses the issue of community heat, a term referring to the growing community resistance to certain patterns of community services and the sources of pressure for change being brought to bear on professionals. The second issue examined is the problem of labeling, by Richard J. Whelan and Fred S. Jackson. Particular attention is given to legal issues and aspects relating to the problems of labeling and student placement. In the third major paper Charles W. Thomas, concerned with possible resolutions of the problems, considers child advocacy as a model for social facilitation. The use of the Afro-American child as the primary focus for advocacy is developed. Stella Chess presents an ecological approach to mental retardation and developmental disabilities. Using an interactionist orientation, it is suggested that a problem should be viewed as not residing solely in the individual, but in the interaction between him and his environment. (KW)

ABSTRACT 1090

EC 04 1090 ED N.A.
Publ. Date Dec 71 8p.
Wolfensberger, Wolf
Will There Always Be an Institution? II: The Impact of New Service Models.
EDRS not available
Mental Retardation; V9 N6 P31-8 Dec 1971

Descriptors: mentally handicapped; institutions; residential care; trend analysis; services; group living

It is predicted that institutions will be phased out because of five trends: development of nonresidential community services; new conceptualizations of and attitudes toward residential services; increased usage of individual rather than group residential placements; provision of small, specialized group residences; and a decline in the incidence and prevalence of severe and profound retardation due to reduction in the birthrate of high risk groups, improvement of health services for the population generally and for high risk groups specifically, increased practice of abortion, general environmental betterment, and early childhood education. The impact of the developing new service model upon the institution is discussed. Residential alternatives to institutions (for groups and individuals) and nonresidential community services are examined. It is concluded that the need for most types of group residences will decline as the need for the institution also fades away. (Author/KW)

ABSTRACT 2764

EC 04 2764 ED N.A.
Publ. Date 72 318p.
Waite, Kathleen Barnette

The Trainable Mentally Retarded Child.
EDRS not available
Charles C Thomas, Publisher, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 ($11.50).
Descriptors: exceptional child education; mentally handicapped; trainable mentally retarded; behavior patterns; learning processes; discipline; physical development; motor development; teaching guides; teaching methods; interpersonal competence; communication skills; self care skills; physical education

The book for teachers of trainable mentally retarded (TMR) children offers practical information on clinical types found among TMR children, the physical, mental and emotional growth of children, learning in retarded and normal children, classroom management, and physical and motor development, and provides guidelines for teaching daily living routines to TMR children. Factors such as emotional immaturity and fixed behavior typical of TMR children are discussed briefly along with behavioral characteristics of normal children from 3 to 7 years of age. The main differences in learning abilities between TMR and normal children are said to be that normal children are more readily motivated toward a specific task, have better emotional control, are better observers, and are more adept in the use of symbols. Presented are techniques for achieving discipline, defined as the habit of teaching, through measures of restraint, orientation, and organization, those essentials necessary if learning is to prevail. Described are playground activities, calisthenics, games, body action rhythms, and dancing activities for young children and adolescents who require gross muscle training. Fine muscle training for the same age groups through finger plays, manipulative activities, arts and crafts and movement exploration is explained. Noted are perceptual motor characteristics of TMR children, corresponding movement exploration activities, and challenges and materials for movement exploration. The remaining two-thirds of the book present practical, detailed guidelines for teaching the following skills to each of three levels of TMR children: social competencies in school, home, neighborhood and community; communicative skills involving oral expression, word recognition, listening, and perception; economic usefulness through home-help, self-help, and community-help skills; recreation and expressive activities; quantitative concepts; safety at home, at school, in traffic, and in the community; and health are provided. The guidelines specify behavioral objectives, learning experiences designed to develop behavior, and teacher procedures for developing behavior in groups of TMR children whose mental ages range variously from 1 to 3 years, 3 to 6 years, and 6 years and above. For instance, a behavioral objective for safety is teaching children the causes of home accidents by naming articles and noting their location in the home, and by having the teacher display the items, demonstrate their use, and explain any restrictions. (GW)

ABSTRACT 451

EC 05 0451 ED N.A.
Publ. Date 72 258p.
Wolfensberger, Wolf
The Principle of Normalization in Human Services.
National Institute on Mental Retardation, 4700 Keele Street, Downsview, Toronto, Ontario, Canada ($9.50).

Descriptors: exceptional child services; mentally handicapped; cultural factors; social influences; community role; rehabilitation; institutions; social services; residential care; self esteem; normalization

Explained in North American cultural terms is the principle of normalization as a system of human management for the mentally retarded. Normalization is defined as the utilization of means which are as culturally normative as possible, in order to establish and/or maintain personal behaviors and characteristics which are as culturally normative as possible. The first of three major parts considers the universal nature of the normalization principle and its major implications such as the concept of deviancy in human management and societal integration as a normalization corollary. Considered in the second part is the application of the principle to specific problem and service areas. Smaller, less institutional, residential services, increased activation of the profoundly retarded, changing vocational behavior, meeting the socio-sexual needs of retarded adults, and granting the right to self determination are changes said to derive from the application of normalization. The final section on implementive strategies and mechanisms considers safeguards for maximum integration of the handicapped into the general society, citizen advocacy, and agency assessment. (DB)

ABSTRACT 623

EC 05 0623 ED N.A.
Publ. Date Nov 72 8p.
Kraus, J.
Supervised Living in the Community and Residential and Employment Stability of Retarded Male Juveniles.
EDRS not available
American Journal of Mental Deficiency; V77 N3 P283-90 Nov 72

Descriptors: exceptional child research; mentally handicapped; boarding homes; supervision; males; educable mentally handicapped; adolescents; community role; social adjustment; job satisfaction; delinquency

The study was concerned with the relationship of supervision in the community and 11 background variables to social adjustment (measured in terms of residential and employment stability as a function of intra- and extra-personal factors, delinquency, and absconding from supervision) of 74 mentally retarded male juvenile state wards. Using multiple regression analysis, it was found that supervision in the community has a highly significant positive relationship to all measures of adjustment except delinquency. Delinquency was associated with higher IQ. There was also a trend for higher IQ to be associated with residential stability and less frequent absconding. The number of institutional changes experienced by the retarded males prior to community placement was related negatively to their residential stability and acceptability in employment. Length of stay with foster families and age at the time of placement in the community were related positively to their being unsettled in employment; age was also related negatively to the frequency of absconding. There was a positive relationship between the number of foster home changes prior to community placement and unacceptability of the retarded males in paid accommodation. (Author)

ABSTRACT 1078

EC 05 1078 ED N.A.
Publ. Date Feb 73 3p.
Cleland, Charles C.; Sluyter, Gary V.
The Heterobedfast Ward: A Model for Translating 'Normalization' into Practice.
Mental Retardation; V11 N1 P44-6 Feb 73

Descriptors: exceptional child education; mentally handicapped; custodial mentally handicapped; multiply handicapped; institutionalized (persons); heterogeneous grouping; Normalization

Presented is a model to apply the principles of normalization to the institutionalized mentally handicapped who, due to profound retardation or multiple handicaps, are bedfast. Recommended are heterogeneity of age and ability and maximum stimulation by means of architectural and engineering modifications. It is thought that the heterobedfast ward would decrease the turnover in institutional personnel and optimize opportunities for research. (DB)

ABSTRACT 1463

EC 05 1463 ED 074 662
Publ. Date Feb 73 36p.
Standards for Personnel Training in Mental Retardation and Related Developmental Handicaps.
York Univ., Downsview (Ontario). National Institute On Mental Retardation
Canadian Association for the Mentally Retarded, Toronto (Ontario)
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; standards; inservice education; community programs; national programs; personnel; institutional personnel; educational programs; Normalization

Presented are the Canadian national standards for programs training Level I and Level II personnel to work with mentally and developmentally handicapped children and adults within the community. Stressed are the principle of normalization and the prevention of institutionalization as part of the long range plan to develop comprehensive community service systems across Canada. Twelve major terms used in the document such as normalization are defined. Outlined are entrance requirements to

Level I and Level II programs, organization of programs, and course credits. Minimum competencies of Level I graduates are listed such as an understanding of the principle of normalization and the performance of basic daily routines. Both academic instruction and applied training are included in the 1 year program. Level II graduates are required to have additional competencies in areas such as behavior modification and in an area of specialization. An additional year of academic and applied training comprise the Level II program. Program registration and upgrading procedures are given. Included among the appendixes are addresses of regional chairmen and the complete application for program registration. (DB)

ABSTRACT 1514

EC 05 1514 ED 074 667
Publ. Date 70 345p.
Blumenfeld, Jane and Others
A Guide for the Teacher of the Trainable Mentally Handicapped.
New Mexico State Dept. of Education, Santa Fe. Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; curriculum guides; instructional materials; behavioral objectives; mentally handicapped; self care skills; interpersonal competence; psychomotor skills; perceptual motor coordination; communication skills; academic ability; vocational education

The guide for teachers of trainable mentally handicapped children describes behavioral objectives, activities, and instructional materials (primary, intermediate, and prevocational levels) for the following curriculum areas: self help skills, social skills, perceptual motor skills, communication skills, functional academic skills, economic usefulness skills, and vocational preparation. Behavioral objectives concern such activities as brushing teeth, using a knife to cut soft meat, learning to take turns, using telephones, using elevators and escalators, making change, and recognizing neighborhood signs. Listed at the end of each curriculum area are additional materials, including books, pamphlets, games, filmstrips, music, and records. Introductory sections deal with professional and personal qualifications for teachers and aides, responsibilities of the director of special education, program evaluation, recreational planning, and community responsibility for post school planning. Appendixes discuss a procedure for integrating special education classes into regular school programs, a body image unit, daily schedules, and parent communication; and list guidelines for school aides, materials and equipment needed in classrooms for the trainable mentally retarded, instructional materials centers, annotated bibliographies for professional libraries and parents, sources of free and inexpensive materials, and companies with listings relevant to special educators. (GW)

ABSTRACT 1526

EC 05 1526 ED N.A.
Publ. Date Apr 73 5p.
Stanfield, James Stephen
Graduation: What Happens to the Retarded Child When He Grows Up?
Exceptional Children; V39 N7 P548-52 Apr 73

Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; young adults; graduate surveys; self care skills; daily living skills; interpersonal relationship; parents; siblings; educational programs; recreation; social mobility; social adjustment; community role

To obtain information on the quality of community life experienced by trainable mentally retarded adults, interviews were held with parents or guardians of 120 graduates (19- to 21-years-old) of classes for the moderately retarded in a large southern California metropolitan school district (1968 to 1970). Data indicated that most Ss possessed adequate self help skills, made worthwhile contributions to home maintenance, and interacted reasonably well with parents and siblings. Responses also showed that a significant part of the population were not involved in any postschool habilitative program, did not participate in social or recreational activities other than those provided by the immediate family, never traveled beyond the confines of the immediate neighborhood, and spent the majority of the day in solitary activities. Comprehensive postschool programs to meet the recreational and social needs of the retarded were recommended, as were community based residential facilities that might offer an alternative to the parent care model. (Author/GW)

ABSTRACT 1635

EC 05 1635 ED N.A.
Publ. Date Apr 73 2p.
Thurman, S. Kenneth; Thiele, Ronald L.
A Viable Role for Retardation Institutions: The Road to Self-Destruction.
Mental Retardation; V11 N2 P21-2 Apr 73

Descriptors: exceptional child services; mentally handicapped; institutionalized (persons); institutions; role perception; program development; community services; educational programs; residential care; Normalization

The role that institutions for the mentally retarded could play in facilitation of community-based normalization program models is discussed. The suggestion is made that institutions should first strengthen themselves through development of more humanized treatment models before they can viably lead the way to their own demise. Proposed are three steps through which institutions for the mentally retarded can examine their leadership role: develop well integrated educational programs to serve as models for communities; prepare residents for community living, and provide mechanisms for training community-based personnel. Through such a role, it is maintained, institutions can provide strong impetus for their own demise and the parallel development of community-based programs. (Author/MC)

ABSTRACT 1880

EC 05 1880 ED 077 158
Publ. Date 1 Apr 73 15p.
Performance Objectives for Educable Mentally Handicapped (K-12).

Cooperative Educational Services, Phoenix, Arizona
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; behavioral objectives; daily living skills; mentally handicapped; elementary school children; high school students; vocational education; interpersonal competence; communication skills

Performance objectives related to occupational, social, communication, and daily living skills are specified for educable mentally handicapped students in kindergarten through twelfth grade. Each skill area is broken down into four to seven component parts, such as job readiness, home and family, social studies, and health habits. In turn, each component part contains four to eight activites such as the following: the acquisition of good work habits, the identification and location of employment facilities, and the solution of problems pertinent to employment; a knowledge of relationships, one's own and others' roles, and the living scheme in the family; implementation of social studies concepts in decision making in human affairs, development of commitment to values in a free society, and knowledge of city and state geography; and the ability to wash regularly without assistance, to choose appropriate foods, to exercise regularly, and to cope with emotional feelings. (MC)

ABSTRACT 1893

EC 05 1893 ED N.A.
Publ. Date Win 73 2p.
Wolfensberger, Wolf
The Future of Residential Services for the Mentally Retarded.
EDRS not available
Journal of Clinical Child Psychology; V2 N1 P19-20 Win 1973

Descriptors: exceptional child services; mentally handicapped; residential programs; institutions; community services; community cooperation; community role; Normalization

Four functions of long term residences are described, and proposed for mentally retarded (MR) adults and children is a reallocation of residential functions. Functions of long term residences are defined in terms of punishment (prisons and reformatories), segregation (removal from society of different, unpleasant, or offensive members, such as ghetto, ethnic, or blind groups), warehousing (storage of aged bodies until death) and sheltered domiciliation. Treatment is said to be seldom a function in long term residence because large institutions are not suitable for the purpose of treatment, which can be delivered more effectively

in nonresidential facilities. It is recommended that residences serve only the function of sheltered domiciliation, and that all functions not best performed in a domicile be offered elsewhere (kinds of functions are specified in relation to individual needs). Foreseen in the normalization of MR and other handicapped persons is their domiciling in small specialized residences whence they may avail themselves of peripheral community resources. (MC)

ABSTRACT 1895

EC 05 1895 ED N.A.
Publ. Date Win 73 2p.
Leland, Henry
The Neighborhood Center Concept for the Retarded.
EDRS not available
Journal of Clinical Child Psychology; V2 N1 P25-6 Win 1973

Descriptors: exceptional child education; mentally handicapped; age groups; school role; community organizations; program proposals; community programs; community planning; community health; paraprofessionals; Normalization

A normalization program model for the mentally retarded (MR) from pre-conception through old age incorporates prevention and modification of identified maladjustments through neighborhood organizational structuring. A visiting nurse service and a home-trainer would manage health states of families, who would receive allotments from public monies. Education would include an integrated, grouped preschool program, and public school education, wherein both academic and vocational work-study training would be available. Productive employees would live in semi-supervised housing until their retirement when they would join a geriatric program. Management would be effected through a neighborhood community agency which would have such functions as the selection of residential alternatives; determination of individuals' treatments, temporary hospitalization, or institutionalization; coordination of home training, case management and day personnel; and fiscal responsibility to clients, community, and state. (MC)

ABSTRACT 1900

EC 05 1900 ED N.A.
Publ. Date Win 73 3p.
Friedman, Paul R.
Mental Retardation and the Law: A Report on the Status of Current Cases.

EDRS not available
Journal of Clinical Child Psychology; V2 N1 P37-9 Win 1973

Descriptors: exceptional child education; mentally handicapped; civil liberties; civil rights; equal education; public education; institutionalized (persons); placement

Reported are summaries of 15 cases brought to court in behalf of mentally retarded individuals in the categories (numbers of pertinent cases follow the category) of right-to-treatment (6), patient labor (2), the right to education (6), and commitment laws (1). The states involved are Alabama, California, Florida, Georgia, Illinois, Indiana, Louisiana, Massachusetts, Michigan, and North Carolina. The majority of the cases summarized are class action suits. An address is given from which full case summaries may be obtained. (MC)

ABSTRACT 1933

EC 05 1933 ED N.A.
Publ. Date May-Jun 5p.
Permenter, Nancy
Retardate for a Week.
EDRS not available
Journal of Rehabilitation; V39 N3 P18-21, 41 May-Jun 1973

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; observation; residential care; sheltered workshops; Normalization; Group Homes

Explained was an example of the use of the participant observer technique for a one week period in a group home for mildly retarded females in order to gather information for future research and training purposes. A file was prepared which described the observer to be a borderline retardate with emotional disturbance and a withdrawn attitude. House parents and residents had no knowledge they were being observed. Initial impressions reported were of friendliness and order. Also participated in was a work center for the retarded and afternoon classes in personal grooming and daily living skills. Evening activities noted included television, church, singing, and visiting. The tendency of one girl to dominate the others was examined. The author concluded that the home provided a normal environment for the residents with opportuniities for normal relationships with each other and with members of the community. (DB)

ABSTRACT 1952

EC 05 1952 ED N.A.
Publ. Date Mar 73 3p.
Peirse, Anne
A Bold Experiment at Bromley.
Special Education; V62 N1 P12-4 Mar 73

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; early childhood education; equal education; educational opportunities; foreign countries; United Kingdom

In response to a 1971 law requiring every local British education authority to educate the severely mentally handicapped child, the borough of Bromley has initiated three classes of nursery age retarded children within the regular infant and primary schools. Teachers of the classes are regular teachers with an interest in the severely retarded. The classroom environment has been planned to maximize educational, social, and emotional development as seen in the progress of Kathleen who has learned to speak and draw as a result of the nursery program. A strong home school relationship is part of the school program. A few of the children may join regular classes in the future while others may enter special units now being forxd. (DB)

ABSTRACT 1986

EC 05 1986 ED N.A.
Publ. Date Jun 73 3p.
Shapiro, Helen
Circle of Homes: Group Homes for the Retarded in Cuyahoga County.
Mental Retardation; V11 N3 P19-21 Jun 73

Descriptors: exceptional child services; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; adults; residential programs; community role; Normalization; Group Homes

Discussed are group homes for adult retardates working in the community: the functioning concepts of small, dispersed residencies; some guidelines for group living; and the rationale that group homes are part of the continuum of services for the retarded. A report of the first year of a group home is also included. (Author)

ABSTRACT 2104

EC 05 2104 ED N.A.
Publ. Date 73 28p.
Ogg, Elizabeth
Securing the Legal Rights of Retarded Persons.
EDRS not available
Public Affairs Committee, Inc., 381 Park Avenue South, New York, New York 10016 ($.35).

Descriptors: exceptional child education; mentally handicapped; civil rights; civil liberties; court cases; courts; legislation; legal responsibility; institutionalized (persons); equal education; Normalization

Outlined are the history of mentally retarded (MR) population in the U.S., and current trends to secure rights for the estimated 6 million MR Americans, of whom 2 1/2 million are reported to be under 20 years of age. Described are case histories to show lack of educational provisions for MR children, and abrogation of rights which result in warehousing, jailing, and/or denying MR persons access to such citizens' rights as normal sexual expression, employment, or insurance benefits. Considered are past and present detrimental and beneficial state and federal legislation, parental organizations, trust funds and guardianships (for MR persons after their parents' deaths), citizen advocates, rights of institutionalized MR persons, and recent court decisions that mandate as normal as possible an education for MR children. Indicated is the trend toward acceptance of the normalization principle in international, national, and state law, and urged are efforts to continue educating society to awareness of MR persons' needs so that the laws will be fully implemented. (MC)

ABSTRACT 2291

EC 05 2291 ED N.A.
Publ. Date Spr 73 12p.
Dybwad, Gunnar
Basic Legal Aspects in Providing Medical, Educational, Social, and Vocational Help to the Mentally Retarded.
Journal of Special Education; V7 N1 P39-50 Spr 73

Descriptors: exceptional child services; mentally handicapped; civil rights; civil liberties; historical reviews; international organization; equal education

Reviewed historically are internatinal efforts on behalf of mentally handicapped (MH) children culminating with the present work of the International League of Societies for the Mentally Handicapped to change legislation and thus secure MH persons' rights in various countries. Outlined are practical problems which associations working for MH persons must face in promoting implementation of MH children's and adults' rights, such as the right to education, the right to work, the right to an appropriate place to live, the right of an MH child to live with his family, and the right to medical care. Appended is the resolution adopted by the General Assembly of the United Nations in 1972 on rights of MR persons. (MC)

ABSTRACT 2514

EC 05 2514 ED N.A.
Publ. Date Aug 73 5p.
Zisfein, Laura; Rosen, Marvin
Personal Adjustment Training: A Group Counseling Program for Institutionalized Mentally Retarded Persons.
Mental Retardation; V11 N4 P16-20 Aug 73

Descriptors: exceptional child education; mentally handicapped; institutionalized (persons); personal adjustment; group dynamics; behavior change; operant conditioning; self concept; interpersonal competence; Daily Living Skills; Normalization

The development of a structured group counseling program designed to remediate social deficiencies associated with institutionalized mentally handicapped persons between 16 and 30 years of age is described. The program is seen to reflect utilization of research findings of a follow-up study of community adjustment of previously institutionalized, handicapped persons. The program is explained to incorporate group dynamics and behavior modification procedures aimed at improving social learning, teaching coping behaviors, and enhancing self-concept. (Author/DB)

ABSTRACT 2521

EC 05 2521 ED 081 157
Pub. Date Jun 73 60p.
Curriculum Guides for Level I and Level II: National Manpower Model.
National Institute on Mental Retardation, Toronto (Ontario)
Canadian Association for the Mentally Retarded, Toronto (Ontario)
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; curriculum guides; professional education; staff role; models; foreign countries; inservice education; Canada; Normalization

Curriculum guides to levels I and II of the Canadian National Manpower Model, which elaborate on content originally presented in 1971, are provided for personnel training programs in the field of mental retardation and related handicapped areas. The guides are said to be based on a philosophy that demands society's acceptance of retarded and handicapped persons, and are designed to prepare personnel through preservice or inservice education to serve handicapped persons during and after integration into society. It is expected that a national, voluntary registration scheme for programs meeting minimum standards will be established which will enable certified graduates to move from province to province. Included in Level I are nine curriculum units which address the normalization principle in services to the handicapped; identification, causation, and prevention of mental retardation; learning and development; behavioral management; observational techniques and report writing; human relations; planning for daily and social life; applied activities in recreation/leisure; and health maintenance and basic pharmacology. Eight curriculum units in Level II treat applications of the normalization principle, specialization areas (child development, residential, vocational, and community support services), learning and development, independent living skills, effective communication, teaching strategies, social psychology, and programing and behavioral management. Each unit usually contains components dealing with competencies, academic content, practical content, resources, and films. Included are a glossary, and addresses of national and provincial associations for the mentally retarded. (For related information see EC 032 373). (MC)

ABSTRACT 2549

EC 05 2549 ED 082 392
Publ. Date 73 294p.
Picago, Stanley T. and Others
Career Development-Special Education. Volume II: Secondary Edition 7-12.
Eau Claire Joint School District 5, Wisconsin
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-72-0291

Descriptors: exceptional child education; educable mentally handicapped; secondary school students; curriculum guides; career education; mentally handicapped; concept formation; class activities; resource guides; interpersonal competence

The curriculum guide provides teaching units and activities to integrate career education concepts into the curriculum for educable mentally handicapped children in grades 7 through 12. Focused on are 16 concepts of career development such as the interrelationship between occupations and life style and between education and work. In addition, 12 persisting life situations such as learning to travel and move about and learning to manage one's money are cross referenced with the career development concepts. Career concepts and life situations are coordinated in chart form with behavioral objectives, topic learning activities (organized by subject areas such as social studies or art), resources (such as records, books, or filmstrips), learning outcomes, and suggested evaluation procedures. Examples of learning activities at the junior high level for the concept of the interrelationship of education and work are listing skills which require training (social studies) and learning to use the telephone properly (language arts). The senior high curriculum is organized by subject areas (such as prevocational information, job adjustment, or language arts) and grade level. Appended is supplementary information for students such as self rating forms and a list of ways to develop an attractive personality. (For a related curriculum guide at the elementary level see EC 052 548). (DB)

ABSTRACT 172

EC 06 0172 ED N.A.
Publ. Date Jan 73 12p.
Eisler, Walt P.; Mefford, John F
Public School Education for the Severely Mentally Retarded.
EDRS not available
Viewpoints; V49 N1 P13-24 Jan 1973

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; equal education; school role; grouping (instructional purposes); public schools

Recent court decisions have affirmed the right of the severely and trainable mentally retarded to an education within the public school system. Trainable and severely retarded children require access to normalizing groups in the community if they are to achieve higher levels of development. Community based vocational programs often neglect essential academic skills such as writing one's name and telling time. Grouping practices in the public schools have been shown to discriminate against the culturally deprived and to result in achievement related to the teacher's level of expectation. Advantages of public school education of the severely and trainable retarded to others include the development of social concern in normal children, relief for parents, and public savings by the prevention of institutionalization. Major arguments against public school education for the trainable and severely retarded include high cost of appropriate educational services, parental desire for a protected environment, and an existing school system designed to serve the normal student. (DB)

ABSTRACT 242

EC 06 0242 ED N.A.
Publ. Date Oct 73 6p.
Dybwad, Gunnar; Dybwad, Rosemary
The Place of the Special School in the Community - A New Look at Special Education.
EDRS not available
Journal of Rehabilitation in Asia; P1-6 Oct 1973

Descriptors: exceptional child education; mentally handicapped; foreign countries; program descriptions; comparative education; trend analysis; classification; expulsion; age groups; education methods; special education teachers; parents; Normalization

Summarized are developments in special education programs for mentally retarded (MR) children in 35 countries during the past 15 years. Reported are differences in classification for educability and increased support for education of all children, however severely handicapped. The tendency toward extending the period of education downwards and upwards is noted. It is recommended that the best social, daily, living task, and manual training programs be emulated; and that physical education programs be developed. Cited are differences in teaching methods, such as use of teaching machines and the trend to fit the instructional method to the child. It is maintained that whether MR children are educated in special or regular schools, they should be near other children and their education should be the responsibility of general education authorities. Eloisa Lorenzo is quoted as proposing that the role of the special teacher be strengthened through use of parents aides trained in teacher education programs. Urged for countries that are developing general education programs is simultaneous development of special education programs. Reported to be most significant trend is recognition of the principle of normalization. (MC)

ABSTRACT 395

EC 06 0395 ED N.A.
Publ. Date Fall 73 7p.
Behrens, Robert F.; Berkowitz, Albert J.

Public Education for Trainable Mentally Retarded Persons.
EDRS not available
Journal for Special Educators of the Mentally Retarded; V10 N1 P21-26, 28 Fall 1973

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; adolescents; young adults; trend analysis; public schools; educational programs; social adjustment; academic achievement; adaptive behavior; foster family; sheltered workshop

Presented are issues underlying the training of adolescents and young adults labeled trainable mentally retarded (TMR) who may also be classified as moderately or severely retarded. Discussed are capabilities, incidence (two to three persons per thousand of school aged children), and etiology. Noted are handicaps such as speech, and slow learning that tend to delay adaptive behavior. Public school education is considered in relation to the teaching of self-help and social skills in preschool and elementary school, and the general tendency to foster the caretaker concept rather than to provide a realistic education. It is maintained that though the Scandinavian model of the community semi-institution is valid, TMR persons probably will not soon live independently, marry, reproduce, travel independently, or learn sufficiently to be self supporting. Proposed as interim solutions are establishment of a foster home for six to 12 male and female adults for development of social adjustment and employment skills, and a shift to a school program that simultaneously develops all areas of growth (such as social and academic growth) in TMR persons. (MC)

ABSTRACT 541

EC 06 0541 ED N.A.
Publ. Date Winter 73 4p.
Tremonti, Joseph B.
Preparing the Mentally Retarded for Community Living.
EDRS not available
Pointer; V18 N2 P122-25 Winter 1973

Descriptors: mentally handicapped; emotionally disturbed; mentally ill; adults; institutionalized (persons); prevocational education; vocational rehabilitation; adjustment (to environment); Daily Living Skills

The Kankakee State Hospital provided a 1-year educational and vocational program to 100 mentally retarded or mentally ill adult residents to improve adaptive behavior so that residents could be released into the community as partially or completely self-supporting citizens. The curriculum offered basic arithmetic, reading, writing, and socialization training at level I; prevocational education, health and safety, and independent living skills instruction at level II; and job training in areas such as domestic service, clerical service, agriculture, and carpentry. It is anticipated that 50% of the released residents will be self employed, 40% will live in approved homes and work at sheltered workshops, and 10% will live at home and assist in household chores. (DB)

ABSTRACT 408

EC 06 0408 ED 083 777
Publ. Date Jan 73 34p.
Action Guidelines: Evaluating and Monitoring Education Services for Mentally Retarded Persons.
National Association for Retarded Children, Arlington, Tex. South Central Regional Office.
EDRS mf,hc
National Association for Retarded Children, 2709 Avenue E East, Arlington, Texas 76011

Descriptors: exceptional child education; mentally handicapped; guidelines; community organizations; equal education; national organizations; legislation; court cases; change agents

The action guidelines are intended to aid state and local associations for retarded children in ensuring the delivery of appropriate educational services to all mentally retarded children. Stressed are the effects of the right to education court decisions in guaranteeing education for the mentally handicapped. Considered in the introduction are existing gaps in services, ways to obtain services through the courts and legislation, the role of the National Association for Retarded Children in ensuring the right to education, and the make-up and functions of state and local education committees. Action steps for state and local education committees are suggested and include reviewing existing education legislation and making use of board of education meetings to inform local policy makers. Encouraged is evaluation in the areas of administration and organization of educational programs, facility architecture, classification and placement, educational programing, family involvement, and qualifications of special education teachers. The question of when litigation should be mounted is examined in the chapter on legislation and litigation. The appendix lists suggested areas of program emphasis for profoundly retarded at the preschool, school age, and adult levels. (DB)

ABSTRACT 635

EC 06 0635 ED 084756
Publ. Date 71p.
Friedman, Paul
Mental Retardation and the Law: A Report on Status of Current Court Cases.
Department of Health, Education, and Welfare, Washington, D.C. Office of Mental Retardation Coordination.
EDRS mf,hc

Descriptors: mentally handicapped; civil liberties; court cases; legal problems; equal education; exceptional child education; exceptional child services

Summarized are 35 current court cases on the legal status of the mentally retarded in terms of the right to treatment, to protection from harm, to just compensation for labor, to education, to fair classification; and in regards to custody and commitment laws. Given for each case is state, title, current status, summary, and analysis. The cases are from the following states: Alabama, Georgia, Florida, Illinois, Massachusetts, Minnesota, Nebraska, Tennessee, New York, Missouri, Washington, D.C., Pennsylvania, California, Colorado, Connecticut, Maryland, Michigan, North Carolina, Wisconsin, Louisiana, Iowa, and Indiana. Also provided are appendixes of publications on the rights of the mentally retarded and a glossary of legal terms. Examples of cases are 'Wyatt v. Stickney' (right to treatment) in Alabama; 'Townsend v.

Treadway, Commissioner, Tennessee Department of Mental Health' (right to just compensation for labor) in Tennessee; and 'Mills v. Board of Education' (right to education) in the District of Columbia. (DB)

ABSTRACT 937

EC 06 0937 ED N.A.
Publ. Date Oct 73 8p.
Friedman, Paul
Sterilization.
EDRS not available
Mental Retardation and the Law; P1-8 Oct 1973

Descriptors: exceptional child services; exceptional child education; mentally handicapped; court cases; legal problems; legal responsibility; equal education; civil liberties; Sterilization

Discussed are two recent court cases dealing with issues in the sterilization of mentally retarded individuals, and summarized are 32 other cases relevant to the mentally retarded. Issues considered in the sterilization question include the difficulty of determining whether voluntary consent was obtained. Provided in full are guidelines proposed by the Department of Health, Education and Welfare concerning sterilization of persons in federally funded programs. The two sterilization cases are 'Katie Relf V. Caspar Weinberger (Alabama) which was denied as a class action suit and 'Nial Ruth Cox v. A. M. Stanton, M.d.' (North Carolina) which is currently pending in the courts. Other new cases discussed are a California right to treatment case and a California right to education case. Also provided is updated information on nine previously reported right to treatment cases, three cases concerned with the right to just compensation for labor, 10 right to education cases, three right to fair classification cases, and five exclusionary zoning cases. Listed are 10 closed cases related to the legal status of the mentally retarded. (DB)

ABSTRACT 1031

EC 06 1031 ED N.A.
Publ. Date 73 74p.
Stearns, Keith E., Ed.
Special Education in Search of Change. Viewpoints. Volume 49 Number 1.
EDRS not available
Indiana University, School of Education, Bloomington, Indiana 47401 ($1.50)

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; public schools; teacher education; equal education; legislation; public education; resource centers; teachers; special education teachers; inservice teacher education; performance based teacher education

Presented are four readings on public school strategies and special teacher education programs that meet needs of retarded children formerly excluded from public education. It is noted that right to education legislation passed or pending in 37 states, and litigation in 15 states, will significantly affect special education in public schools and universities. Focused on in relation to the resource teacher as an alternative to special placement are block schedule, core class plus, and tutorial resource rooms; roles of the learning development teacher such as consultant or teacher aide, the intensive learning adjustment teacher (for children in personal-social or academic crisis), and the referral agent. Education for the severely mentally retarded is examined to include the following aspects: community based vocational programs; arguments for education of trainable mentally retarded (TMR) students in public schools, such as benefits to normal children; and arguments against public school education of TMR students, such as reallocation of money for regular classes to expensive multiply handicapped programs. Described are initiation, development, and evaluation of a performance based special teacher training program involving 60 students which provides discrimination, generation, and evaluation phases to achieve observational techniques, diagnostic skills, and administration/management of educational and social environments; and fosters competencies with a computer assisted educational laboratory. Featured to support the thesis that an interface is needed between special and regular education are five class situations (such as student and teacher expression of feelings in a 'magic circle') that show ways regular teachers help mildly handicapped students, inservice strategies such as a university/school developed fifth year or summer institute, and preservice training strategies such as identification of needed competencies. (MC)

ABSTRACT 1051

EC 06 1051 ED N.A.
Publ. Date Jan 74 11p.
Bjaanes, Arne T.; Butler, Edgar W.
Environmental Variation in Community Care Facilities for Mentally Retarded Persons.
American Journal of Mental Deficeincy; V78 N4 P429-39 Jan 1974

Descriptors: exceptional child research; mentally handicapped; institutional environment; community services; normalization (handicapped); behavior patterns; residential care; boarding homes

Components of the environment of community care facilities for mentally retarded persons, specifically the behavioral component, were systematically examined. Studies of the behavioral environment in two board and care facilities and two home care facilities were reported. Significant differences existed in the facilities both in patterns and in characteristics of behavior. Differences in behavior, time-use patterns, and characteristics of behavior indicated that there were substantial differences in the behavioral components of community care facilities, the board and care facilities examined were closer to the objective of normalization than were the home care facilities, more behavior was independent in board and care facilities than in home care facilities, exposure to the community was an important factor in normalization, the development of independent functioning appeared to be related to the geographic location of the facility and involvement of the caretakers in the ongoing stream of behavior, and specific types of community care facilities were associated with different outcomes. (Author)

ABSTRACT 1221

EC 06 1221 ED 087 182
Publ. Date Oct 73 83p.
Patterson, Gene, Ed.; Byrne, Richard, Ed.
The Right to Choose; Achieving Residential Alternatives in the Community.
National Association for Retarded Citizens, Arlington, Tex. Residential Services and Facilities Committee.
General Federation of Women's Club, Washington, D. C. Junior Membership
EDRS mf,hc
National Association for Retarded Citizens, P.O. Box 61098 2709 Avenue E East, Arlington, Texas 76011 ($1.25)

Descriptors: exceptional child services; mentally handicapped; residential programs; guidelines; community services; program development; normalization (handicapped); program planning; individual characteristics; community cooperation; administration; program evaluation; delivery systems

The handbook gives guidelines for the development, operation, and evaluation of a community based system of residential facilities for mentally retarded (MR) persons. Directions are given which explain the step-by-step procedure for planning in any community. The idea of a residential service delivery system is described in terms of small unit-homes, basic principles, and program flexibility to aid development of MR persons in the mainstream of the community. Specified are procedures for collecting information on individual needs before planning group homes such as child or vocational development homes, and residences for the elderly. Getting started is said to involve activities such as defining the problem, making a survey, planning a budget, and presenting a solution to the problem. Noted is the need for help from groups such as local social and governmental agencies, and trade unions. Suggested for laying the groundwork to move bureaucracies are public education strategies such as targeting the audience and using the most direct communication medium. Guidelines for getting what is needed cover legislation, financial support, and restrictive codes. Included among aspects of service administration are development of a coordination mechanism, analysis of in-home activities, and provision for volunteers in each facility. Considered for operating the program are procedures for resident selection and education, and staff education. The evaluation process is said to include establishment of criteria and responsibility for regular monitoring of services. (Included in appendixes are a community services checklist and sample planning budgets for community families of varying numbers.) (MC)

ABSTRACT 1131

EC 06 1131 ED N.A.
Publ. Date Dec 73 11p.
Jordan, June B.
On the Educability of Intelligence and Related Issues--A Conversation with Burton Blatt.
Education and Training of the Mentally Retarded; V8 N4 P219-29 Dec 1973

Descriptors: exceptional child education; mentally handicapped; intellectual development; educational philosophy; interviews; mental retardation; regular class placement; normalization (handicapped); teacher education; annotated bibliographies; Blatt (Burton)

Presented in an interview format are the ideas of Dr. Burton Blatt on the educability of intelligence and related issues. Issues raised by Dr. Blatt include the clinical evidence for the educability of intelligence and the difficulty of deciding what a human being is. Pointed out are discrepancies between professional words and action such as the lack of financial support for community based programs. Criticized are most mainstreaming efforts for only putting the child back into the regular classroom without giving him special help. Mental retardation itself is seen to more a metaphor than a clinical phenomenon. Recommended for teacher training programs is emphasis on the teacher as the creator of environments. Teachers are encouraged to observe and critique each other's teaching skills within a friendship realtionship. Blatt says that his books are intended not only for special educators but for anyone concerned with the nature of humanity. Also included are an annotated listing of 16 publications dealing with topics such as human abuse, child advocacy, rights of children, and attitudes toward the handicapped. (DB)

ABSTRACT 1266

EC 06 1266 ED N.A.
Publ. Date 73 233p.
Myers, Donald G. and Others
The Right-to-Education Child; A Curriculum For the Severely and Profoundly Mentally Retarded.
EDRS not available
Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62717 ($9.75)

Descriptors: exceptional child education; mentally handicapped; custodial mentally handicapped; curriculum guides; equal education; behavioral objectives; sensory training; self care skills; language development

The curriculum guide is explained to have been prepared to aid Pennsylvania school systems attempting to implement recent court decisions which require the public education of severely and profoundly retarded children, and consists of detailed teaching procedures in basic sensory, motor, self care, and language areas. An introduction describes the right-to-education child, family stresses, and responsibility of the school system. Provided for each curriculum area is a competency checklist and a series of instructional objectives and information on related readiness skills, teaching procedure, task evaluation, and materials and equipment. Examples of instructional objectives are stimulating the child's tactile senses through the use of warm and cold water (sensory development), having the child pull self to a standing position using support (motor development), teaching the child the chewing process (self care development), and having child imitate sounds (language development). Appended are 11 sources of recommended materials and equipment. (DB)

ABSTRACT 1309

EC 06 1309 ED 088 251
Publ. Date Jan 72 122p.
A Study of Georgia's Services for the Mentally Retarded, Volume I.
Atlanta Association for Retarded Children, Inc. Decatur, Ga.
EDRS mf,hc
For Volume II See Ec 061310.

Descriptors: exceptional child services; mentally handicapped; state surveys; normalization (handicapped); program evaluation; program planning; community role; Georgia

Presented is the first of two volumes reporting on a 2-year study of Georgia's services to the mentally retarded by the Atlanta Association for Retarded Children (AARC). Discussed in the section on organization, philosophy and methodology is the concept of normalization as an underlying philosophy of AARC. Briefly described are model programs observed in Denmark, Sweden, Belgium, the Netherlands, England, Wisconsin, and Connecticut. A model comprehensive service system and existing community services are both described in terms of the following areas: diagnosis and evaluation, family services, mental and physical health services, education and training services, work training, economic-legal supportive services, recreation services, religious training, transportation, and residential services. Noted is visitation of existing residential services by AARC staff members to determine current status of services. Detailed are evaluations of three special purpose residential facilities and three multipurpose residential facilities. Recommendations are given in the areas of comprehensive mental retardation programs, specialized residential programs, improvement of existing residential facilities, and program planning. Examples of recommendations are funding priority for community based small group homes and admission to state institutions only for retardates whose needs cannot be met in the community. Among appendixes are the text of a Declaration of Rights, a listing of reference materials, the questionnaire used in the residential study, and a chart of the model comprehensive service system. (DB)

ABSTRACT 1310

EC 06 1310 ED 088 252
Publ. Date Jul 72 106p.
A Study of Georgia's Service for the Mentally Retarded, Volume II. (A Review of the Organization, Methodology and Implementation of the Project.)
Atlanta Association for Retarded Children, Inc., Decatur, Ga.
EDRS mf,hc
For Volume I See EC 061309

Descriptors: exceptional child services; mentally handicapped; public relations; state legislation; state surveys; normalization (handicapped); group living; Georgia

Presented is the second of two volumes reporting on a 2-year study of Georgia's services to the mentally retarded by the Atlanta Association for Retarded Children. The second volume concentrates on the organization and methodology of the project with special emphasis on the implementation of study recommendations. Described are internal and external public relations, community education, and social action processes used during the project. Offered in chronological order are steps taken in the beginning and implementing the study. Reviewed are project origin and development into a three phase plan. Accomplishments of the first phase, planning and organization, are seen to have included a comprehensive review of the literature, a study of exemplary service systems, and establishment of a theoretical model service system. Phase 2, research and inquiry, activities are reported to have centered on collection of data on Georgia's existing services for the retarded and formulation of recommendations. Achievements of the final phase, implementation, are said to have included 6 months of regional activities in the Atlanta areas, a 9-month statewide public relations campaign, and a legislative campaign resulting in passage of the Community Services Act for the Mentally Retarded which encourages the development of group homes at the community level. Appended are texts of public relations items disseminated by the project. (DB)

ABSTRACT 1674

EC 06 1674 ED N.A.
Publ. Date Apr 74 3p.
Rosen, Marvin and Others
IQ, Academic Achievement and Community Adjustment After Discharge from the Institution.
Mental Retardation; V12 N2 P51-3 Apr 1974

Descriptors: exceptional child research; educable mentally handicapped; institutionalized (persons); adjustment (to environment); followup studies; mentally handicapped; adults; intelligence differences; academic achievement; intelligence quotient; daily living skills

Fifty previously institutionalized educable retarded adults were retested approximately 3 years after discharge to ascer-

tain if community living produced a change in IQ or academic achievement, measured by the WAIS and Metropolitan Achievement Battery. No significant changes were found for the group, although some individuals gained measurably. No relationship was found between IQ or academic level and a 4-item rating measure of community adjustment. For this population, intellectual and scholastic ability seemed largely unrelated to community functioning and unresponsive to the experience of independent living. (Author)

ABSTRACT 1717

EC 06 1717 ED N.A.
Publ. Date Win/Spr 74 3p.
Ricalla, Louise Mead
Mental Retardation: Fact or Conjecture?
Journal of Clinical Child Psychology V3 N1 P43-5 Win/Spr 1974

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; mongolism; identification classification; adjustment (to environment); daily living skills; Labeling

Considered are negative effects on an individual when he is labeled as mentally retarded, and recommended is an alternative approach which expects and encourages competence in daily living skills regardless of measured intelligence levels. An example is given of a mongoloid young man who achieved self sufficiency and practical competence as a result of positive non-labeling attitudes. (DB)

ABSTRACT 1763

EC 06 1763 ED N.A.
Publ. Date 74 629p.
Daniels, Lloyd Keith, Ed.
Vocational Rehabilitation of the Mentally Retarded: A Book of Readings.
Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($22.50).

Descriptors: exceptional child education; mentally handicapped; vocational education; vocational rehabilitation; behavior change; operant conditioning; sheltered workshops; rehabilitation centers; work study programs; prevocational education; vocational adjustment; employment; social adjustment; daily living skills; personnel

The book of readings on the vocational rehabilitation of the mentally retarded contains 73 readings on behavior modification approaches, work study programs, vocational adjustment training, vocational training, employment, community adjustment, and personnel. Criteria for article selection are said to have included attention to both practical and conceptual issues as well as empirical and theoretical soundness. The first section (12 readings) centers on the rationale and current use of behavior modification techniques at many training centers for the retarded. The next section (6 readings) focuses on work study programs. The largest section (23 readings) is devoted to vocational adjustment training and presents a conceptual framework for work adjustment training, appraisal techniques, predictive criteria, and the role of the sheltered workshop. Methods of vocational training are presented in the fourth section (6 readings). The section on employment (6 readings) includes topics such as factors contributing to vocational success or non-success and factors affecting employer receptivity toward the mentally retarded. Considered in the section on community adjustment (9 readings) are areas such as an independent living rehabilitation program for mentally retarded adults. The final section (11 readings) describes the roles of professionals, nonprofessionals, and volunteers who work with the retarded. (DB)

ABSTRACT 1782

EC 06 1782 ED N.A.
Publ. Date Feb 74 3p.
Tawney, James W.
An Alternative to Representative Day Care Centers.
Education and Training of the Mentally Retarded; V9 N1 P41-3 Feb 1974

Descriptors: exceptional child education; custodial mentally handicapped; models; intervention; mentally handicapped; trainable mentally handicapped; child care centers; curriculum development; Severely Handicapped

Dr. James Tawney is developing a coordinated research program model and curriculum development project to meet the needs of the severely developmentally retarded. Determining factors of the possible intervention models include the heterogeneity of the severely handicapped population, and the geographical separation of the severely handicapped. Dr. Tawney suggests a set of alternatives for the early to middle childhood period which include increasing the ratio of adults to children, placing the severely handicapped child in existing regular or special education classes, and developing completely automated learning environments. (DB)

ABSTRACT 1858

EC 06 1858 ED N.A.
Publ. Date 74 173p.
Bauer, Hanna
Learning to Be. The Psychoeducational Management of Severely Dysfunctional Children.
Special Child Publications, Bernie Straub Publishing Company, Inc., 4535 Union Bay Place, N.E., Seattle, Washington 98105 ($4.20).

Descriptors: exceptional child education; mentally handicapped; custodial mentally handicapped; trainable mentally handicapped; intervention; models; public schools; educational needs; educational philosophy; delivery systems; environmental influences; case studies (education); therapy; psychoeducational processes; curriculum; educational methods; Severely Handicapped

Described as a model of intervention strategies for use with severely dysfunctional children in the public school. The first two chapters on 'The Framework' and 'System Properties' focus on the conceptual bases of the model. Identified are basic theoretical assumptions such as that the individual is constantly communicating with his environment. Noted are the need for three types of support systems: psychoeducational, biomedical, and sociocultural, all coordinated by a child advocate. Properties of the environmental system are seen to include the community as a network of care, the three support systems, and the advocate or case administrator. Described in chapters 3 and 4 on 'Program Components' and 'The Special Contributions of Educational Therapy as Therapy' are examples of practices that have been found useful with the severely dysfunctional. Program components specifically concerned with the habilitation of severely dysfunctional children are seen to fall into the categories of personnel (such as parents and educational therapists), administration (such as budget factors), staff support services, and resource management. Considered in the long chapter on educational therapy are information processing in the severely handicapped, behavior modification, ego synthesis as a psychoeducational process, therapeutic curriculum and curricular therapy, the socioemotional dimension, and the development of awareness and responsiveness. Provided in chapter 5 are case illustrations showing progress of severely handicapped children given the recommended psychoeducational therapy such as John who at age 3 was about to be placed in a hospital for the profoundly retarded but at age 11 was performing adequately in a class for educable mentally retarded pupils. The final chapter is a position statement regarding services for severely dysfunctional children which stresses delivery system factors, task factors, and philosophical factors. Appended are a chart showing the annual cost of school-based management of dysfunctional children, an annotated bibliography of 48 items, an annotated listing of 26 films, and suggestions for educational materials. (DB)

ABSTRACT 1864

EC 06 1864 ED N.A.
Publ. Date 74 99p.
Smoker, Marliene D., Ed.
Legal Rights of the Mentally Retarded. A Handbook.
Pennsylvania Association for Retarded Children, Pennsylvania.

Descriptors: exceptional child services; mentally handicapped; civil liberties; legal responsibility; court cases; state legislation; equal education; Pennsylvania

Compiled by the Pennsylvania Association for Retarded Citizens for parents of the mentally retarded, the book discusses the legal rights of the mentally retarded. Explained are the Mental Health and Mental Retardation Act of 1966 and the responsibilities of the Base Service Unit

(the point of initial contact with the service delivery system). Discussed are legal rights in the following areas: right to work, education, marriage and divorce, voting, driver's license, contracts and other agreements, criminal law, torts, gifts - monetary and anatomical, government benefits, crisis assistance and stress relief, residential placement, institutionalization and incompetency, casualty insurance, life insurance, guardianship and advocacy, guardianship of the person and of the estate, estate planning for parents of retarded children, sterilization, zoning, access to records and meetings, and euthanasia. Appended are a glossary of terms, a table of citations (statutes and court cases), a bibliography, and listings of base service unit locations and mental health/mental retardation administrators' office locations. (DB)

ABSTRACT 1892

EC 06 1892 ED N.A.
Publ. Date 74 30p.
Hermelin, B., Ed.
The Education of Mentally Handicapped Children.
National Society for Mentally Handicapped Children, Pembridge Hall, 17 Pembridge Square, London W2 4ep, England

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; equal education; administration; conference reports; educational needs; teacher education; trend analysis

Presented are four papers originally given at a British conference on the provision of public educational services to the severely retarded. In the first paper, A. Clarke discusses the basic problems of educating the severely retarded, reviews the research, and suggests implications for education such as the need for a one-to-one teacher-child ratio, the need for highly structured instruction, and ways to apply the principle of normalization. Joyce Ridding reports on developments since April, 1971, (when the British Department of Education and Science assumed responsibility for the severely subnormal) in the areas of capitation allowances, transportation, the provision of schools and school buildings, and the training of teachers. W.K. Brennan focuses on the training of teachers of the severely subnormal in the third paper and raises questions about the integration of training for both the subnormal and normal children in one college program and ways to provide teachers with the knowledge needed to structure the learning situation. The final paper, by R. Gulliford, centers on future needs and the special educational provisions which should be planned such as educational services which begin in infancy. (DB)

ABSTRACT 1941

EC 06 1941 ED N.A.
Publ. Date Spr 74 3p.
Stockton, Thomas; Contrucci, Victor J.
The Basic Life Functions Model--A Statewide Program.
Bureau Memorandum; V15 N3 P13-5 Spr 1974

Descriptors: exceptional child education; mentally handicapped; daily living skills; program development; program descriptions; models; conceptual schemes; curriculum development; curriculum evaluation; Wisconsin; Title VI-B; Developmental Disabilities

Described are the Basic Life Functions model and organization of a Title VI-13 Wisconsin project which has involved 200 state and local educators, parents, and university faculty in identification of needs of mentally retarded and developmentally disabled children, and development of curriculum materials and evaluation. Model components are discussed in relation to needs stated in terms of instructional goals and objectives for five hierarchical levels (persisting life needs, content area, curriculum item, and developmental level), and dimensions (defined as scope, sequence, and organization). Organization of the project is said to comprise the following five phases: phase I for development of the model, phase II for development of the initial production of curriculum material, phase III for evaluation and revision, phase IV, for production of eight collections of materials and development of four more collections of materials, and phase V for field testing of 12 sections of the curriculum (to begin in September, 1974). (MC)

ABSTRACT 2139

EC 06 2139 ED 091 915
Publ. Date 74 44p.
Kramer, Beth, Ed.
Silent Minority.
President's Committee on Mental Retardation, Washington, D. C.
Department of Health, Education, and Welfare, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; civil rights; child liberties; child advocacy; normalization (handicapped); equal education; institutions; legislation; educational programs; employment; citizenship

Discussed in the booklet are approaches for citizens to use in helping the silent minority--mentally retarded (MR) children and adults--attain their rights to life, liberty, and the pursuit of happiness. The MR person is described to be one of 6 million retarded Americans, to benefit from education although his ability to learn is limited, to have special needs such as speech therapy, and to be unable to protect his own interest. Discussed under the MR person's right to life are the right to be born healthy, advocacy programs, the dilemma of guardianship seen in parents' concerns for the future of their MR children, health insurance legislation, habilitation, improved institutionalization, and ways citizens can protect the life of MR persons. Discussed under the right to liberty are the trend toward normalization, considerations on institutionalization such as correct diagnosis, court procedures, prison problems, legislative reform, zoning barriers, and what the citizen can do to assure liberty for the MR population. Discussed under the right to the pursuit of happiness are the right to an appropriate education, the right to a place in the labor force, fundamental personal rights such as marriage, the right to be treated as an individual equal to other citizens, and what the citizen can do to protect the pursuit of happiness of the MR person. Sources of information on legal rights of the mentally retarded and background literature are included. (MC)

ABSTRACT 2202

EC 06 2202 ED 093 113
Publ. Date Jun 74 70p.
Geddes, Dolores
Physical and Recreational Programing for Severely and Profoundly Mentally Retarded Individuals.
American Association for Health, Physical Education, and Recreation, Washington, D. C. Information and Research Utilization Center in Physical Education and Recreation for the Handicapped.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

OEG-0-72-5454-233563
EDRS mf, hc

Descriptors: exceptional child education; custodial mentally handicapped; physical education; resource guides; program development; mentally handicapped; recreation; educational needs; individual activities; annotated bibliographies; Severely Handicapped

The guide presents information on programming physical and recreational activities for severely and profoundly mentally retarded individuals of all ages who are in public and private treatment and direct care facilities, continuum care settings, and community programs. An introductory article stresses the need for physical activity by the severely handicapped, lists program goals, and offers general and specific suggestions for physical activities. Part 1 gives examples of behaviors to be developed with suggested activities for areas such as optimum arousal levels, discrimination of sensory stimuli, efficient motor perceptual skills, increased independence, and mature social interaction. Part 2, an annotated list of references, consists of the following components: general information and educational/training programs (33 items), educational/training programs which describe physical or recreational activities (21 items), physical and recreational activity programs (84 items), equipment (14 items), and evaluation (19 items). Listed in Part 3 are 11 resource information contacts. Part 4 lists 12 audiovisual aids with descriptive information and sources. Described in the last section are 10 examples of on going program approaches. (DB)

ABSTRACT 2269

EC 06 2269 ED N.A.
Publ. Date Jun 74 4p.
Brolin, Donn; Kokaska, Charles

Critical Issues in Job Placement of the Educable Mentally Retarded.
Rehabilitation Literature; V35 N6 P174-7 Jun 1974

Descriptors: exceptional child education; educable mentally handicapped; job placement; vocational adjustment; vocational rehabilitation; mentally handicapped; evaluation; stereotypes; employment potential; educational needs

Seven critical issues should be considered in the effort to prepare the educable mentally retarded for occupational success. Studies revealing a high degree of unemployment, underemployment, job mobility and job dissatisfaction among the handicapped indicate a lack of satisfactory vocational adjustment. Despite automation, sufficient employment opportunities for the retarded exist, but evaluation of abilities and interests must be improved with training aimed at specific job skills commensurate with an individual's abilities. Responsibility for obtaining employment should be shared by client and case worker according to the client's self-directed capabilities. Use of the term mentally retarded or other labels should be avoided. In developing a successful job placement approach, training should stress adaptive personal-social skills and sufficient competency to meet job expectancies.

ABSTRACT 2194

EC 06 2194 ED 093 110
Publ. Date Dec 73 23p.
O'Connor, Gail O.; Sitkei, E. George
The Study of a New Frontier in Community Services: Residential Facilities for Developmentally Disabled Persons.

Oregon Univ., Eugene. Rehabilitation Research Center In Mental Retardation.
EDRS mf,hc
Working Paper No. 72

Descriptors: exceptional child services; mentally handicapped; residential programs; group living; national surveys; young adults; adults; trend analysis; normalization (handicapped); community services

A national survey of 474 community residential facilities for the adult mentally retarded focused on obtaining information on type of facility, source of referrals, development, resident population, and major problems. It was found that over 75% of the facilities have been in existence 5 years or less, that approximately half were private non-profit operations, that about half of the residents were between 16 and 30 years of age, that 60% of residents were males, that more than half had previously resided in an institution, that institutions had referred 42% of the placements, that 54% of the facilities received at least one supportive service from state residential institutions, and that 69% of residents functioned in regular or sheltered employment. Facilities reported their three most important problems to be inadequate funds, difficulty of finding qualified staff, and the development of individualized client programming. Motivating forces affecting the opening of the community residential facilities commonly included personal interest, influence of parents and/or other citizens, and encouragement of sheltered workshops or training centers. A second phase of the study will study the interrelationships among facilities, staff, residents, styles of resident life, services and programs, financial operations, and community relationships in the development and maintenance of the community residences. (DB)

ABSTRACT 2322

EC 06 2322 ED N.A.
Publ. Date Jun 74 4p.
Katz, Shlomo; Yekutiel, Esther
Leisure Time Problems of Mentally Retarded Graduates of Training Programs.
Mental Retardation; V12 N3 P54-7 Jun 1974

Descriptors: exceptional child research; mentally handicapped; leisure time; recreation; graduate surveys; young adults; social relations; dating (social); parent attitudes; vocational education

Parents of 128 graduates of two sheltered workshops for the retarded were interviewed and questioned on the leisure time and social problems of their sons and daughters. The parents claimed that the most important problem was lack of suitable companions and friends of both sexes, which resulted in the young adults spending their leisure time within the family and engaging in activities which did not require interaction with normal society. Present social facilities for the mentally retarded were judged to be inadequate, and very little social contact with members of the opposite sex was reported. Results showed that the mentally retarded were socially isolated from the community.

ABSTRACT 2445

EC 06 2445 ED 094 501
Publ. Date May 74 16p.
Residential Programming: Position Statements by the National Association of Superintendents of Public Residential Facilities for the Mentally Retarded.
National Association of Superintendents of Public Residential Facilities, Washington, D. C.
President's Committee on Mental Retardation, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; policy formation; national organizations; institutional administration; residential care; mentally handicapped; facilities; institutions; administrative policy; civil rights; community programs; normalization (handicapped); social change; staff role; standards; federal aid

Presented is the 1973 policy statement of the National Association of Superintendents of Public Residential Facilities for the Mentally Retarded. It is noted that 16 superintendents who developed the statement represented varying backgrounds and viewpoints and that the resulting policy represents progressive approach to goals of the President's Committee on Mental Retardation. Recognized as a basic premise are rights of the retarded which include the right to live in the least restrictive environment. Given is a definition of residential facility which includes the purpose of developing physical, intellectual, social, and emotional abilities of the resident for return to society or satisfying life in the residential environment. Discussed are the following position statements: support for community programing which involves advocacy programs, provision for persons needing residential care, and resolution of the community and residential dichotomy; support for deinstitutionalization aspects such as prevention of admission through alternative care and training, institutional reform, and acceptance of a changing role by residential institutions; support for utilization of residential staff services and facilities for development of community programs; support for accreditation standards of the Joint Commission on Accreditation of Hospitals as well as federal and state agencies; and a recommendation for the federal government to establish and maintain a constant flexible system of financial assistance to community and residential services providing for developmentally disabled persons. (MC)

ABSTRACT 2455

EC 06 2455 ED 094 511
Publ. Date 74 66p.
Grunewald, Karl
The Mentally Retarded in Sweden.
Swedish National Board of Health and Welfare, Stockholm. Div. for Mental Retardation.
EDRS mf,hc

Descriptors: exceptional child services; exceptional child education; mentally handicapped; normalization (handicapped); national programs; administration; community services; residential care; group living; educational programs; civil liberties; facilities; ancillary services; delivery systems; foreign countries; Sweden

Described are residential and educational services provided for mentally retarded (MC) children and adults in Sweden. Normalization is explained to be the focus of the services and to involve maximum use of mental and physical capacities to reduce the handicap of mental retardation. Described are general principles, and four stages involving development of services (diagnosis, specialization, differentiation, and decentralization). Administrative facts and regulations are explained in terms of authorities responsible, legislation, and planning of services according to legislation. Discussed in a section on epidemiology and etiology are aspects such as early identification of the MR, causes and additional handicaps, incidence, and trends (indicating a decrease in number of cases of children and increase of adult cases). Principles of residential care are discussed to include community group homes, social adaptation, single room

provision, provision for small heterogeneous groups, and integration by sex. The following are among services described: special schools and boarding homes for children, preschools and nurseries, vocational education, residential homes for children and adults, standards for residential facilities, day care services, sheltered workshops, and services for leisure activities. Explained are individual rights of MR persons, costs of care, and responsibility of authorities in safeguarding rights of the MR. Discussed are ancillary services such as nursing care, child psychiatry, and pediatrics; and noted are trends toward normalization of services. (MC)

ABSTRACT 2456

EC 06 2456 ED 094 512
Publ. Date 74 20p.
Mental Retardation. Selected Articles from the Rehabilitation Record.
Department of Health, Education, and Welfare, Washington, D. C. Rehabilitation Services Administration.
DRS mf,hc

Descriptors: exceptional child services; exceptional child education; mentally handicapped; rehabilitation; normalization (handicapped); mental retardation; residential care; facilities; foreign countries; vocational education; job skills; employment; interpersonal relationship; training techniques; recreation; institutions; evaluation; sheltered workshop

Presented are six articles on residential living, vocational education, employment recreation, deinstitutionalization, and workshop experience of mentally retarded children and adults. K. Grunewald discusses the planning of housing for five- to eight-person groups of retarded children and adults in varying kinds of residential facilities in Sweden to provide a stimulating educational environment, proximity to community services, and opportunity for normalization. Discussed by R. Bourgea is a Pennsylvania cooperative vocational education project for 10 to 24 educable mentally retarded high school students, who have rehabilitated old homes and built new homes, and who have been employed in building trades after graduation. Recounted by H. Posner are a gasoline station owner's techniques of teaching job skills to a mentally retarded pump attendant and providing stimulating experiences, which have resulted in a father-son relationship. B. Freeman and J. Mundy give an overview of recreation, which began for the retarded in state schools and hospitals for purposes such as personnel respite and now consists of offerings for all age groups and levels of retardation (the article is noted to be the first chapter of a monograph). Reported by C. Rodlund are reductions in South Dakota institutionalization (half of 101 patients) due to patient evaluation during a 4-year hospital improvement program; and explained with five case studies are casework, special class placement, foster home placement, and vocational training. C. Reese describes a Florida sheltered workshop involving can recycling by severely retarded male adolescents. (MC)

ABSTRACT 2523

EC 06 2523 ED N.A.
Publ. Date Sep 74 8p.
Kuriloff, Peter and Others
Legal Reform and Educational Change: The Pennsylvania Case.
Exceptional Children; V41 N1 P35-42 Sep 1974

Descriptors: exceptional child education; mentally handicapped; court cases; equal education; state programs; educational opportunities; public schools; identification; evaluation; placement

Examined critically are results of the 1971 consent agreement between the Pennsylvania Association for Retarded Children (PARC) and The Commonwealth of Pennsylvania which dealt with the state's responsibilities for identification, evaluation, placement, and guarantee of due process for mentally retarded children. Reviewed are steps toward finding excluded children such as creation of a Right to Education Office, the efforts of the Commonwealth Plan for Identification, Location, and Evaluation of Mentally Retarded Children, PARC's Operation Childhunt, and active resistance from the Philadelphia school district and the Department of Public Weafare. Problems of school psychologists attempting to meet new evaluation guidelines are seen to stem from pressure to complete lengthy evaluation forms in an unrealistically short time. Disappointing placement results are attributed to problems such as inadequacy of The Commonwealth Plan to Educate and Train Mentally Retarded Children and lack of assessment of whether placement of 13,000 children complied with requirements of the consent agreement. Noted are the court's failure to adequately support the Masters (who had been appointed by the court to oversee identification and evaluation procedures), lack of sufficient staff, authority, and independence of the Right to Education Office, and lack of clear criteria upon which to base decisions in due process hearings. (LC)

ABSTRACT 2821

EC 06 2821 ED N.A.
Publ. Date Sep 74
Richman, Sal
The Mentally Retarded Are Not Different.
Social and Rehabilitation Record; V1 N8 P29-31 Sep 74

Descriptors: exceptional child education; mentally handicapped; environmental influences; expectation; vocational rehabilitation; social development; interpersonal competence

Society has not recognized that the problem of retardation is not due primarily to limited intelligence, but to impact of family and community on the limitation. A disability need not cause a handicap. Expectation of self, family, and community determine degree of handicap. As the environment is changed or modified the disability becomes less of a handicap. Without normal expectations, learning, and experiences the retarded person gains additional limitations not directly related to his intelligence. The capacities of most mentally retarded persons have not been fully used. Vocational rehabilitation should develop a social human being first and a worker as a natural end product. The retarded must be accepted as capable people. A rich environment should be provided for testing, learning, and adapting. (MYS)

ABSTRACT 2872

EC 06 2872 ED N.A.
Publ. Date Jun 73 15p.
Gunzburg, H. C.
The Physical Environment of the Mentally Handicapped: IX-The Search for a Home Environment.
British Journal of Mental Subnormality; V20 Part 1 N38 P28-42 Jun 74

Descriptors: exceptional child services; mentally handicapped; group living; building design; architectural programing; evaluation; normalization (handicapped); physical environment

The author criticizes architectural plans submitted by six students of interior design for a residence for 24 mentally handicapped persons. Included are the six floorplans. Provisions for entrance, dining, lounge and other areas are evaluated with respect to their success in promoting a therapeutic environment which supports the aims of normalization, personalization and socialization. (GW)

ABSTRACT 2834

EC 06 2834 ED N.A.
Publ. Date 74 6p.
Norton, Larry
Operation Giant Step Program.
Tennessee Department of Mental Health; Greene Valley, Post Office Box 3087, Greenville, Tennessee 37743.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; group living; program descriptions; skill development; daily living skills; Severely Handicapped

A group home for severely retarded individuals, designed to foster household skills and behaviors requisite to community or family placement, is described. It is explained that a small farm has been chosen as the program site to compliment the backgrounds of the 10 original residents. The staff of nine is reported to use behavior modification techniques to train residents in basic farming and household skills. The authors note that upon evaluation on the basis of 200 questions concerning 50 skills, the residents were found to exceed previous estimates of their functioning potential. (GW)

ABSTRACT 2907

EC 06 2907 ED N.A.
Publ. Date Apr 73 8p.
To Nebraska With Thanks.
Deficience Mentale/Mental Retardation V23 N2 P2-9 Apr 73

Descriptors: exceptional child services; mentally handicapped; program descriptions; community programs; state programs; community services; regional programs; group living; institutionalized (persons); normalization (handicapped); Nebraska

The history and development of Nebraska's mental retardation services is explained. Services and accomplishments of the Eastern Nebraska Community Office of Retardation are described, including child development units, vocational services centers, and residences. Anecdotes of the author's visits to these facilities are included. (MYS)

ABSTRACT 2907

EC 06 2908 ED N.A.
Publ. Date Apr 73 5p.
Wolfensberger, Wolf
A Reflection on the Movement of L'Arche.
Deficience Mentale/Mental Retardation V23 N2 P10-4 Apr 73

Descriptors: exceptional child services; mentally handicapped; peer acceptance; normalization (handicapped); group living; international programs; foreign countries; France

The author relates his thoughts and observations about L'Arche, an international movement begun in France by Jean Vanier which sets up communities for retarded and nonretarded to live together. Major new insights of the author are discussed and implications of these insights are explained. L'Arche's place on the contemporary scene is described. Also noted are problems associated with the movement. (MYS)

ABSTRACT 2924

EC 06 2924 ED N.A.
Publ. Date Apr 74 3p.
Deschamps, Rene
Foster Home Program at Hopital Riviere-des-Prairies.
Deficience Mentale/Mental Retardation V24 N2 P25-7 Apr 74

Descriptors: exceptional child services; mentally handicapped; hospitalized children; foster family; program descriptions; normalization (handicapped); placement

A Montreal psychiatric hospital for children and adolescents with or without mental handicaps has placed 275 of its 630 in-patients in foster homes. Seven psychopediatric teams are responsible for preparing hospital residents to enter a foster home, recruiting appropriate foster parents in the team's geographic area through articles in local and regional newspapers, assuring the continuity of the home, and providing close supervision of the home and the residents. All residents in foster homes are required to participate in activity or workshop programs at the hospital or in the community. Program benefits include a more normalized life for participants and realizations by natural parents that their children can function outside of an institution. For a successful program, the psychiatric team must believe in the value of foster placement, but be ready to accept the child in a crisis situation at an hour's notice: rivalry between natural and foster parents must be monitored; and resistence to placement on the part of nursing personnel must be considered. (GW)

ABSTRACT 2945

EC 06 2945 ED 096 786
Publ. Date (73)
MR 73/President's Committee on Mental Retardation.
Presiden's Committee on Mental Retardation, Washington, D. C. The President's Panel on Mental Retardation.
EDRS mf,hc
(OHD)74-21001

Descriptors: exceptional child services; mentally handicapped; annual reports; behavior change; case studies; educational programs; group living; institutions; prevention; prenatal influences; identification; intervention; medical research; program evaluation; goal orientation; employment potential; public relations; President's Committee on Mental Retardation

Presented is the seventh annual report of the President's Committee on Mental Retardation (PCMR). Stressed are the members' beliefs in the capability of continuing development by mentally retarded people, in early detection and correction of handicaps, and in prevention through prenatal and neonatal biomedical intervention. Emphasized is the necessity for client-centered programs, with evaluation based upon the amount of client improvement as a result of service. Described in the first section of the report are steps toward growing functional independence in educational, employment and living situations by individual children and adults due to goal-oriented, personalized programs at such agencies as a children's center, a State school, a hospital for the multiply handicapped, a sheltered workshop and a group home. The second section contains material related to prevention of mental retardation and early intervention programs, including discussions of prenatal research into the causes of handicapping conditions, methods of transporting high-risk infants, early childhood programs, and treatment to prevent long-term institutionalization. Covered in the third section are PCMR activities during 1973 with regard to areas such as legal rights, early childhood intervention, preparation for community living, housing and public information. The report includes photographs and the transcript of a group discussion by eight mentally retarded adolescents. (LH)

ABSTRACT 2946

EC 06 2946 ED N.A.
Publ. Date 74 38p.
Goodfellow, Robert A.
Group Homes: One Alternative.
Human Policy Press, Box 127, Syracuse, New York 13210 ($.50).

Descriptors: exceptional child services; mentally handicapped; group living; guidelines; program planning; normalization (handicapped) staff role; site selection; financial support; public relations

The handbook by the Syracuse University Center on Human Policy promotes community-based group homes as an alternative to institutionalization for mentally handicapped children and adults.

The rationale of group homes is explained. Specific guidelines are provided in regard to defining the persons to be served, establishing need, approaching sponsoring agencies, choosing a site, establishing neighborhood acceptance, and organizing community support. Characteristics and roles of residents, staff, and housemanagers are discussed. Included in the booklet are photographs to illustrate normalization goals, a sample letter of intent to funding agencies, a resource list, and two appendixes giving samples of a budget and an outline for a group home proposal. (LH)

ABSTRACT 204

EC 07 0204 ED N.A.
Publ. Date Oct 74 3p.
Ocdenne, William
Resident Labor: A Practical Solution in New Jersey State Institutions.
Mental Retardation; V12 N5 P17-9 Oct 1974

Descriptors: mentally handicapped; institutionalized (persons); employment; exceptional child services; vocational rehabilitation; civil liberties; state standards; sheltered workshops; Deinstitutionalization; New Jersey;

The article describes two relatively uncomplicated methods of reducing resident labor in public institutions for the mentally retarded and the successful pursuit of this goal in New Jersey State institutions. It is explained that the first phase involved a procedural agreement that when a resident who had been contributing substantially to the economy of an institution was released to the community, a budget authorization to replace the resident with a state funded position was obtained; and that the second phase involved assignment of certain residents to a sheltered work situation designed to prepare residents for independent community living. A proposal for equitable compensation of trainees and marginal workers is briefly reviewed. (Author/DB)

ABSTRACT 208

EC 07 0208 ED N.A.
Publ. Date Oct 74 3p.
Luckey, Robert E.; Shapiro, Ira G.
Recreation: An Essential Aspect of Habilitative Programming.
Mental Retardation; V12 N5 P33-5 Oct 1974

Descriptors: mentally handicapped; recreation; rehabilitation; trend analysis; parent role; exceptional child education; normalization (handicapped); volunteers;

The importance of recreation to the total system of habilitative services for mentally retarded persons is discussed in terms of previous and current trends in the field. The role of the parent-volunteer movement and recent devel-

opments which suggest that the full normalizing potential of recreational programming may be achieved in the years to come are also presented. (Author)

ABSTRACT 726

EC 07 0726 ED N.A.
Publ. Date Fal 74 14p.
Fields, Suzanne
Asylum on the Front Porch.
Innovations; V1 N4 P3-16 Fal 74

Descriptors: exceptional child services; emotionally disturbed; mental illness; mentally handicapped; normalization (handicapped); community programs; program descriptions; community attitudes; foreign countries; adjustment (to environment); Belgium;
This article on the normalization of mentally ill and mentally handicapped persons discusses a program under which two small Missouri towns have accepted former mental patients into the community, a Philadelphia project in which mentally handicapped men and women have left institutions to live in apartments of their own, and the village of Geel in Belgium which became a foster town for the mentally ill nearly 1500 years ago. The Foster Community Project in Missouri is explained in terms of liaison efforts of psychiatric social workers with townspeople, the transitional ward situation established for patients wishing to move into the foster community, initial contacts between patients and townspeople, criteria for selecting patients, and adjustment processed of several patients. Support services of the Philadelphia project in which 35 units of a 350 unit apartment house have been leased for mentally handicapped persons are said to include availability of counselors and workshops on grooming, finances, housekeeping, socialization and sex education. Experiences of particular residents are recorded briefly. The legend that established Geel, Belgium as a therapeutic community for the mentally ill is discussed as well as threats to the traditional community posed by recent industrialization. (GW)

ABSTRACT 827

EC 07 0827 ED N.A.
Publ. Date Dec 74 5p.
Scheerenberger, R. C.
A Model for Deinstitutionalization.
Mental Retardation; V12 N6 P3-7 Dec 1974

Descriptors: exceptional child research; mentally handicapped; institutionalized (persons); institutions; community programs; community resources; community role; Deinstitutionalization;

Explored are the roles and junctions of the community and the residential agency in deinstitutionalization of the retarded. Discussed are three interrelated processes: preventing institutionalization through alternative programs and support in the community, returning all prepared residents to normal community life, and altering the institutional environment to promote return to the community whenever possible. The interrelationship between communities, the individual, the agency, and the large society is diagrammed, and the need for the least restrictive environment is stressed. It is suggested that adequate community services (including provision of home-like environment and opportunities for recreation) will enable the institution to perform more specialized short-term treatment. Described are five components of successful deinstitutionalization: local regulatory boards with statutory power, autonomous monitoring agencies, community support services and consultants, financial support, and legal, agency and citizen advocacy programs. (CL)

ABSTRACT 1026

EC 07 1026 ED N.A.
Publ. Date Dec 73 7p.
Rosen, Marvin; Kivitz, Marvin S.
Beyond Normelizat'on: Psychological Adjustment.
British Journal of Mental Subnormality; V19 Pt2 N37 P64-70 Dec 73

Descriptors: exceptional child research; mentally handicapped; normalization (handicapped); mental health; adjustment (to environment); self concept; interpersonal competence; social relations; social adjustment; personal adjustment; Deinstitutionalization;

The personal adjustment which is necessary for the normalization and deinstitutionalization of the mentally retarded cannot adequately be defined by adaptive behavior measurements. A review of the mental health research points up the need for realistic criteria of adjustment for the retarded person in the following dimensions: self concept, including setting of realistic goals and accepting his handicap; independence in choosing life options; reality testing in monitoring his own behavior; a full range of emotional development; goal-directed behavior; successful interpersonal relationships; and appropriate sexual development. (CL)

ABSTRACT 1030

EC 07 1030 ED N.A.
Publ. Date Dec 73 8p.
Gunzburg, H.C.
The Physical Environment of the Mentally Handicapped. VIII-'39 Steps'' Leading Towards Normalized Living Practices in Living Units for the Mentally Handicapped.
British Journal of Mental Subnormality; V19 Pt2 N37 P91-8 Dec 73

Descriptors: exceptional child services; mentally handicapped; institutional environment; normalization (handicapped); socialization; administrative policy; staff role;

Advocated in living units for the retarded are physical environment features which take into account the principles of socialization, normalization, and personalization. Presented with commentary is a checklist of 31 normal environmental aspects applicable to a 20-resident unit. Included are decisions which must be made by the top and departmental management level (such as the color and type of room furnishings), the top and first line management in agreement (such as use of uniforms and type of meal service), and by the first management alone (such as the manner staff is addressed and resident accessibility to the kitchen). (CL)

ABSTRACT 1072

EC 07 1072 ED N. A.
Publ. Date 73 133p.
Hasitavej, Rasmee
How to Live with and Overcome the Problems of Mental Retardation: Questions and Answers for Parents and Counselors.
Exposition Press, Inc., 50 Jericho Turnpike, Jericho, New York 11753 ($5.50)
Descriptors: exceptional child education; mentally handicapped; incidence; etiology; genetics; job skills; community programs; institutions; family attitudes; residential schools; placement; parent education; prevention; prenatal influences; definitions; normalization (handicapped); employment opportunities; perinatal influences

Presented in question and answer form for parents and counselors of the mentally retarded are discussions on prevention of retardation, the relationship of a retarded child to the community, raising retarded individuals, and employment in the field of mental retardation. Prenatal factors discussed include diet, genetics, and age of the mother. Effects during pregnancy of nutrition, general health, medication, radiation and injury are examined. The mother and child during the birth process, as well as the occurrence of accidents, illnesses and diseases in the early childhood years. Provided are a definition and general information about such topics as the different functioning levels, and the distinction between mental illness and retardation. Given are descriptions of some common conditions associated with retardation (including Down's syndrome, rubella, congenital syphilis, lead poisoning, phenylketonuria, cretinism, hydrocyualus and autism). A Chapter on retarded adults discusses employment, residences and other community programs. Specefics of raising a retarded child in the home are outlined, including medical care, nutritional practices and community support services. State residential schools for the retarded are examined in light of admission policies and program services. Also included are sources of more information about private residential facilities. A final Chapter suggests possibilities for employment in the field of mental retardation. Five appendixes, including a directory of mental retardation advocacy groups are also provided.

ABSTRACT 1074

EC 07 1074 ED N. A.
Publ. Date 74 15p.
Lee, George W.; Katz, Gregor
Sexual Rights of the Retarded: Two Papers Reflecting the International Point of View.
National Society for Mentally Handicapped Children, London, England Pembridge Hall, 17 Pembridge Square, London, England W2 4ep ($15p).

Descriptors: exceptional child education; mentally handicapped; adults; sex educa-

tion; sexuality; normalization (handicapped); foreign countries; Sweden; Great Britain;

Presented are two papers on the sexual rights of the mentally retarded. Reviewed are changes in societal attitudes and the current stress in Brittain and Sweden on normalization of sexual rights for the retarded. The second paper deals with content and problems in a sex education course for mentally retarded adults. The importance of supportive staff attitudes and a normalized environment is emphasized. (CL)

ABSTRACT 1148

EC 07 1148 ED N. A.
Publ. Date Nov/Dec 74 2p.
Ashkenas, Esther
Right to Vote.
Exceptional Parent; V4 N6 P24-5 Nov/Dec 1974

Descriptors: exceptional child education; mentally handicapped; mongolism; young adults; normalization (handicapped); civil rights; Personal Experiences;

The mother of an 18-year-old boy afflicted with Down's Syndrome discusses her initial apprehension and subsequent pride when her son insisted on exercising his right to vote. She describes the registration process (possible for retarded individuals who can print their names), explains how her son obtained pre-election information and used it on election day, and points out that voting can be an aspect of the normalization process for retarded young adults. (LH)

ABSTRACT 1224

EC 07 1224 ED 101 507
Publ. Date Sep 72 73p.
Travis County Mental Retardation Services Plan of the Travis County Mental Retardation Planning Council.
Austin-Travis County Mental Health-Mental Retardation Center, Tex. Public Information Office.

Descriptors: mentally handicapped; program planning; community organizations; agencies; delivery systems; exceptional child services; educational needs; rehabilitation; prevention; community planning; normalization (handicapped); Travis County (Texas);
EDRS mf; hc

Presented is a county wide (Travis County Texas) plan developed by 12 human service agencies to provide comprehensive educational, maintenance and prevention services to the mentally retarded of all ages. Described are three underlying principles: human ecology (which stresses an individual approach to fulfillment), normalization, and community responsibility for all people. Detailed are educational services (including early childhood, academic and career education), rehabilitation services (such as vocational counseling and job training), and curative services (including crisis intervention and health insurance). The section on maintenance deals with such issues as adequate income maintenance, living arrangements and transportation services. Prevention aspects of the plan are discussed regarding common health hazards and the provision of comprehensive health care. Major implications of the plan are listed for 15 community agencies in terms of education, rehabilitation, maintenance and prevention factors. Provided is an 8-year (1972-1980) calendar guideline for service and program development. (CL)

ABSTRACT 1320

EC 07 1320 ED 101 531
Publ. Date (70) 324p.
Childress, Dorothy, Comp.
A Demonstration Program for Intensive Training of Institutionalized Mentally Retarded Girls: Five Year Summary. (June 1965-July 1970).
Parsons State Hospital and Training Center, Kans.
EDRS mf; hc
For Related Information See EC 07 1314, EC 07 1315, EC 07 1317, and EC 07 1319.

Descriptors: trainable mentally handicapped; institutionalized (persons); training techniques; normalization (handicapped); interpersonal competence; demonstration projects; job skills; educational programs; teaching methods; staff improvement; exceptional child research; mentally handicapped; project MORE;

Described in a 5-year summary report is a demonstration project for training institution personnel to teach community adjustment behaviors to 71 moderately retarded (IQ 25-55) institutionalized girls, ages 6- to 21-years-old. Discussed are training procedures (systematic application of positive and negative consequences, fading and imitation) in the following areas: personal skills, including cleanliness, grooming and appropriate sitting and walking; social skills involving speech, interpersonal relations, and attitudes; occupational skills such as home management and sheltered workshop-type activities; and educational skills including word recognition, writing, time-telling, counting and arithmetic. Reviewed are the demonstration functions of the project, including publications, consultancies and conventions. Seven appendixes include details of step by step training programs. (CL)

ABSTRACT 1376

EC 07 1376 ED N. A.
Publ. Date Apr 75 3p.
Kindaide, Perry S.
The 'Family' Home Program: Specialized Foster Care.
Deficience Mentale/Mental Retardation; V25 N2 P10-2 Apr75

Descriptors: exceptional child services; mentally handicapped; residential programs; foreign countries; Deinstitutionalization; Canada;

Canada's 'Family Home Program', designed as an alternative to institutionalization, provides a specialized form of foster care for mentally retarded children and adolescents. Three major program components are careful selection of 'family' members, the modification of the home setting and the implementation of an ongoing developmental program within the home. (CL)

ABSTRACT 1463

EC 07 1463 ED N. A.
Publ. Date Dec/Jan 75 4p.
Howard, William
Interdisciplinary Management of Developmental Disabilities Cases.
Social and Rehabilitation Record; V2 N1 P18-21 Dec/Jan74/75

Descriptors: exceptional child education; mentally handicapped; interdisciplinary approach; inservice education; physicians; leadership; institutionalized (persons); Developmental Disabilities; Deinstitutionalization; University Affiliated Facilities;

Described is the role of the University-Affiliated Facilities (UAF) to provide manpower to care for the retarded and those with other developmental disabilities within the community rather than in institutions. Noted is ignorance on the part of most physicians as to the functions of specialists such as the speech therapist and social worker. Explained is the interdisciplinary approach of the UAF centers towards deinstitutionalization and leadership training. (DB)

ABSTRACT 1719

EC 07 1719 ED N. A.
Publ. Date Nov 74 6p.
Crawford, Donald
Some Practical Implications of the Concept of Normalisation.
Australian Children Limited; V4 N12 P362-7 Nov 74

Descriptors: exceptional child services; mentally handicapped; normalization (handicapped); community attitudes; child advocacy; Deinstitutionalization;

In an address to the 1974 Annual Conference of the Australian Association for the Mentally Retarded, the author discusses implications of the normalization concept for the retarded. Advocated is examination of facilities for the retarded and aged, including large institutions and sheltered workshops. The importance of communicating with the retarded individual and permitting risks is emphasized, along with the need for a citizen advocacy system. (CL)

ABSTRACT 1720

EC 07 1720 ED N. A.
Publ. Date Nov 74 5p.
Roden, D. W.
'Who's Norm or Whose Norm?'
Australian Children Limited; V4 N12 P367-72 Nov 74

Descriptors: exceptional child services; mentally handicapped; normalization (handicapped); individual differences; program evaluation; financial policy;

In an address to the 1974 Annual Conference of the Australian Association for the Mentally Retarded, the author cites potential hazards involved in normalization of the retarded. Emphasized is the need for evaluation of normalization efforts, awareness of individual differences and commitment to finance normalization measures. (CL)

ABSTRACT 2068

EC 07 2068 ED N. A.
Publ. Date 74 7p.
Soeffing, Marylane Y.

Normalization of Services for the Mentally Retarded: A Conversation with Dr. Wolf Wolfensberger.
Education and Training of the Mentally Retarded; V9 N4 P202-8 Dec 1974

Descriptors: exceptional child services; handicapped children; interviews; normalization (handicapped); Wolf Wolfensberger;

Reported is an interview with W. Wolfensberger, an advocate of the normalization principle as it relates to the mentally handicapped and other devalued groups. questions concern such topics as the following: the purposes and projects of the Center on Human Policy, the goals and activities of the Training Institute for Human Service Planning, Leadership and Change Agentry, projects in which the principle of normalization has been successfully implemented, and ways in which the principle of normalization relates in special education. (G w)

ABSTRACT 2202

EC 07 2202 ED 105 670
Publ. Date 74 190p.
Cherington, Caroly, Ed.; Dybwad, Gunnar, Ed.
New Neighbors: The Retarded Citizen in Quest of a Home.
President's Committee on Mental Retardation, Washington, D. C.
EDRS mf; hc

Descriptors: mentally handicapped; group living; community attitudes; normalization (handicapped); delivery systems; exceptional child services; adolescents; young adults; adults; community resources; social attitudes; deinstitutionalization;

The philosophical and practical aspects of the retarded citizen's need for a home in the community are discussed in 14 author contributed chapters dealing with people and communities, rights and independence, home and community, services and communities, and action and advocacy. Chapters cover the following topics: 'Community Life and Individual Needs' (C. Cherington); 'Listen] Let Us Speak' (R. Audette); 'Whom Do We Call Retarded?' (G. Dybwad); 'The Retarded Citizen and the Law' (D. Freedman); 'The Goal of Independence' (J. Howse); A Parent Speaks' and 'What Is A Home?' (L. Moise) 'Creating Community Homes' (N. Newman); 'A System of Services' (S. Gelman); 'One Service System at Work' (B. Lensink); 'Service Delivery in Rural Areas' (D. Popp); 'Outreach in Urban Areas' (T. Graf); 'New Directions for Volunteers' (R. Perske); 'The Politics of Community Action' (T. Holland), and a summary of fundamental principles, goals and new directions (R. Freedman). (CL)

ABSTRACT 2268

EC 07 2268 ED N. A.
Publ. Date 75 7p.
Nihira, Lyly; Nihira, Kazuo
Jeopardy in Community Placement.
American Journal of Mental Deficiency; V79 N5 P538-44 Mar 1975

Descriptors: exceptional child research; mentally handicapped; interviews; surveys; behavior problems; safety; legal responsibility; health; normalization (handicapped); Deinstitutionalization;

As part of a broader research effort, a survey of the adaptive behavior of 424 community-placed retarded persons (1- to 90-years-old) was conducted through small group, tape-recorded interviews with their 109 caretakers. From 1252 incidents of problem behavior cited, 203 were judged to contain jeopardy. Seventy-seven percent of the incidents involved jeopardy to health and/or safety, 4% to general welfare, and 18% contained legal jeopardy. In 79% of incidents, the client jeopardized himself, in 12% he/she jeopardized a fellow client, and in 9% he/she jeopardized a member of the community at large. (Author)

ABSTRACT 2486

EC 07 2486 ED N. A.
Publ. Date Jul 75 4p.
Nooe, Roger M.
Toward Independent Living for the Mentally Retarded.
Social Work; V20 N4 P286-90 Jul 75

Descriptors: exceptional child services; mentally handicapped; young adults; adults; demonstration projects; normalization (handicapped); program descriptions; group living; Deinstitutionalization;

Described is a demonstration project involving a transitional living facility for eight mentally handicapped adults. The program's organization, operations, and philosophy of normalization and humanization are discussed. Two years of operation are reported to substantiate the following conclusions: an ongoing evaluation must be an integral part of transitional group homes, the criterion for the effectiveness of transitional facilities should be movement into the community, emphasis should be on the attainment of specific skills of community living, and criteria based on intellectual ability do not reflect the potential of mentally handicapped persons for community living. (GW)

ABSTRACT 2515

EC 07 2515 ED N. A.
Publ. Date 73 60p.
Sigelman, Carol K., Ed.
Group Homes for the Mentally Retarded.
Texas Tech University, Lubbock, Texas 79409 (Research And Training Center in Mental Retardation)

Descriptors: exceptional child services; mentally handicapped; group living; conference reports; program descriptions; state programs; research needs; normalization (handicapped);

Reported are proceedings of a 1972-73 conference on group homes for mentally handicapped (MH) persons which was sponsored by the Research and Training Center in Mental Retardation at Texas Tech University. Seven articles address the following subjects: an overview of group homes for the MH (C. Sigelman), an overview of Washington state's group homes for developmentally disabled persons (J. Thomas), administration and financial support for group homes (J. Thomas), Connecticut's regional mental retardation program (A. Soforenko and D. Sommer), sheltered living programs at the Lubbock State School (J. Gladden), and the lack of research on the extended living movement (B. Locke). Included are questions and brief thoughts that were raised in group discussions, such as, what services are needed to support houseparents? An appendix contains sample guidelines for group homes in the state of Washington. (GW)

ABSTRACT 2521

EC 07 2521 ED 107034
Publ. Date Apr 73 24p.
Taylor, James R.
A Comparison of the Adaptive Behavior of Retarded Individuals Successfully and Unsuccessfully Placed in Group Living Homes.
Florida Univ., Gainesville. Coll. of Education.
EDRS mf;hc
Presented at International Council for Exceptional Children (5 St, Dallas, Tex., April 973)

Descriptors: educable mentally handicapped; group living; behavior; rating scales; adjustment (to environment); exceptional child research; mentally handicapped; adolescents; young adults; adults; success factors; failure factors; predictive measurement; Deinstitutionalization;

Compared were the adaptive behavior and IQ scores of educable retarded persons 16- to 45-years-old (N 47) who were successful and nonsuccessful (n 29) in group living. Scores of Parts I and II of the Adaptive Behavior Scale, including domanins of independent functioning, language development, anti social behavior, and unacceptable or eccentric habits were correlated to house parents' determination of success or failure. Data indicated a significant difference between the two groups. Behavior domains linked to nonsuccessful group living included untrustworthy behavior, lack of economic activity, and hyperactive tendencies. Results suggested the feasibility of insuring appropriate placement through behavior rating. (CL)

ABSTRACT 2540

EC 07 2540 ED N. A.
Publ. Date Apr 75 4p.
Mcglinchey, Maureen A.; Mitala, Ronald F.
Using Environmental Design to Teach Ward Layout to Severely and Profoundly Retarded Blind Persons: A Proposal.
New Outlook for the Blind; V69 N4 P168-71 Apr 1975

Descriptors: blind; self care skills; visually handicapped mobility; tactile adaptation; environmental influences; exceptional child education; visually handicapped; mentally handicapped; custodial mentally handicapped; adults;

A team of behavior modification specialists observed the self care behavior of 30 severely and profoundly retarded blind men (22-to 51-years-old) in a state institution prior to implementing training pro-

grams in basic self-care skills. They found that the residents' blindness greatly inhibited independence in such skills as toileting, bathing, and dressing. Measures taken indicated that residents also had an extremely low incidence of independent movement and social interaction. A simple, inexpensive environmental design system utilizing tactile wall and floor cues was proposed to decrease fear of the environment and to promote independent mobility and social interaction among residents. (Author/LH)

ABSTRACT 2603

EC 07 2603 ED N.A.
Publ. Date Apr 75 5p.
Nihira, Lyly; Nihira Kazuo
Normalized Behavior in Community Placement.
Mental Retardation; V13 N2 P9-13 Apr 1975

Descriptors: exceptional child research; mentally handicapped; community; normalization (handicapped); surveys; supervisors; behavior patterns; self care skills; Deinstitutionalization;

A survey of the adaptive behavior of 426 community- placed mentally retarded individuals (76% of whom were 13- to 49-years -old) was conducted through small group, tape-recorded interviews with their 109 caretakers. Of 1344 incidents reported, 194 were of positive or normative behavior. Of these, 123 involved gains in acquired skills and 71 involved gains in approved interpersonal relations. The findings suggested that the respondents were primarily concerned about their residents being able to care for themselves and that caretakers found satisfaction in small gains as well as major gains in the normative behavior by their residents. (Author)

ABSTRACT 2604

EC 07 2604 ED N. A.
Publ. Date Apr 75 7p.
Turnbull, H. Rutherford III; Turnbull, Ann P.
Deinstitutionalization and the Law.
Mental Retardation; V13 N2 P14-20 Apr 1975

Descriptors: exceptional child services; legal problems; legal responsibility; Deinstitutionalization;

Deinstitutionalization, while worthy of implementation in the case of many institutionalized retarded persons, may be fraught with personal and legal problems for others. The problems concern such matters as due process, professional liability, the obligation of equivalency and the duty of state subsidy. The problems do not draw into question the overall value of deinstitutionalization or goals and strategies relating to it. They do require a careful examination of the benefit of deinstitutionalization for each affected person and of the process by which a decision is reached to carry out a particular community placement. Legal arguments may be advanced to require such an examination and to support an individual's claim to an institutional placement rather than a community one. (Author)

ABSTRACT 2606

EC 07 2606 ED N. A.
Publ. Date Apr 75 5p.
Floor, Lucretia; And Others
A Survey of Marriages Among Previously Institutionalized Retardates.
Mental Retardation; V13 N2 P33-7 Apr 1975

Descriptors: exceptional child research; mentally handicapped; adults; institutionalized (persons); normalization (handicapped); marriage; sexuality; parent role; surveys;

The authors investigate the marital status of 80 previously institutionalized retardates, discuss possible effects of institutionalization, and suggest how rehabilitative programs can improve the chances of future marital success. Their survey is reported to indicate that about 59% of the couples studied could sustain a marriage for several years with a reasonable degree of competence and that children do not, at least in the first few years, serve as an overwhelming burden. (Author)

ABSTRACT 2679

EC 07 2679 ED N. A.
Publ. Date 74 230p.
Leland, Henry; Smith, Daniel E.
Mental Retardation: Present and Future Perspectives.
Charles A. Jones/Wadsworth Publishing Company, Worthington, Ohio 43085 ($9.95)

Descriptors: exceptional child research; exceptional child education; mentally handicapped; textbooks; social attitudes; educational needs; psychological characteristics; models; conceptual schemes; family role; normalization (handicapped); child advocacy; community programs; program development; etrology; diagnosis; civil liberties; equal education; developmental disabilities; deinstituionalization;

The text presents an overview of present and future perspectives on mental retardation and developmental disabilities. The origin of such terms as feeblemindedness and moron, and the relationships among intelligence, poverty and retardation are considered. Social attitudes are analyzed in terms of such topics as retardation and sexual activity. Discussed are characteristics and educational needs of children with minimal brain dysfunction, sensory defects, convulsive disorders and neurological defects. A paradigm of mental retardation is set forth and current management models such as residential institutions and community agencies are reviewed. Future perspectives are analyzed in terms of needed changes in approaches torehabilitation, treatment and training. Parental reactions and adjustment are among the topics considered in a discussion of a retarded child's family life. Emphasized is the need for comprehensive community programs. The normalization concept is related to the rights of retarded persons. Covered are prevention procedures, manpower and research needs. A final chapter addresses the advocacy movement. Provided is a glossary of approximately 850 related terms. (CL)

ABSTRACT 2829

EC 07 2829 ED N. A.
Publ. Date Sum 75 5p.
Bordwell, Martha
A Community Involvement Program for the Trainable Adolescent.
Teaching Exceptional Children; V7 N4 P110-4 Sum 1975

Descriptors: trainable mentally handicapped; community resources; adjustment (to environment); behavioral objectives; normalization (handicapped); exceptional child education; adolescents; program descriptions; interpersonal competence; daily living skills; Personal Independence;

A community involvement program for trainable mentally handicapped adolescents was designed to teach students socially appropriate behavior when using community facilities and to provide practical reinforcement of school-learned skills. Specific behavioral objectives were used to teach and to assess students' skill development in areas such as personal appearance, safety, and behavior on buses, on crowded city streets, and in restaurants, shopping centers, libraries, and recreational facilities. (LH)

ABSTRACT 2849

EC 07 2849 ED N. A.
Publ. Date Spr 75 8p.
Wehman, Paul
Behavioral Self-Control with the Mentally Retarded.
Journal of Applied Rehabilitation Counseling; V6 N1 P27-34 Spr 75

Descriptors: exceptional child education; mentally handicapped; vocational rehabilitation; counselor role; self control; normalization (handicapped); teaching methods; self evaluation;

Reviewed are the normalization implications of teaching self control to retarded persons, and described are procedures which rehabilitation counselors in different settings can use to improve self control. Self regulation of token economies and maintenance of regular work schedules are seen to be among the self management behaviors appropriate to the workshop, classroom, and community. Discussed are strategies (such as self observation and self instruction) available to the mentally retarded person. Role playing, modeling, and social reinforcement are suggested as methods for promoting self control. (CL)

ABSTRACT 2902

EC 07 2902 ED N. A.
Publ. Date May 75 4p.
Mulhern, Thomas J.
Survey of Reported Sexual Behavior and Policies Characterizing Residential Facilities for Retarded Citizens.
American Journal of Mental Deficiency ; V79 N6 P670-3

Descriptors: mentally handicapped; administrator attitudes; sexuality; normalization (handicapped); exceptional child research; surveys; institutionalized (persons); psychological needs;

Administrators from 82 residential facilities for the mentally retarded were surveyed about the residents' sexual behav-

ior, and professional attitudes toward that behavior at their facility. Analysis of questionnaire responses indicated such findings as that 70% of the respondents endorsed guidelines for handling sexual behavior but only 23% of the institutions had such guidelines; and that 55% felt that private petting between adults should be permitted although only 17% reported that this behavior actually was permitted at their facility. (CL)

ABSTRACT 3116

EC 07 3116 ED 109836
Publ. Date Mar 75 14p.
Browning, Philip L.
Several Issues in Mental Retardation: A Needed Perspective?
University of Oregon, Eugene. Rehabilitation Research and Training Center in Mental Retardation. Working Paper No. 1.
EDRS mf;hc
Paper (Adapted) Presented at the Conference for State Executive Directors of the National Association for Retarded Citizens (Madison, Wisconsin; June, 1973)

Descriptors: mentally handicapped; normalization (handicapped); exceptional child services; community attitudes; social attitudes; educational philosophy; adjustment (to environment); Deinstitutionalization; Labeling;

The author expresses concern about potentially damaging effects to mentally retarded persons from deinstitutionalization and normalization practices. Cited are the public's lack of awareness and the professionals' misplaced emphasis on researching the public attitude rather than improving the retardates' training. It is explained that there is a need to examine the impact of normalization and deinstitutionalization policies on the feelings and behavior of retarded persons. (CL)

ABSTRACT 3162

EC 07 3162 ED 108438
Publ. Date 74 24p.
Gottlieb, Jay; Corman, Louise
Public Attitudes Toward Mentally Retarded Children.
Research Institute for Educational Problems, Cambridge, Mass.
EDRS mf;hc
Studies in Learning Potential, Vol. 4, No. 75.

Descriptors: mentally handicapped; discriminatory attitudes (social); stereotypes; community attitudes; exceptional child research; regular class placement; normalization (handicapped);

Investigated were the attitudes of 430 adults toward mentally retarded children. In addition to providing information on demographic characteristics, definition of retardation, and degree of contact with retarded people, the Ss rated 48 attitudinal statements pertaining to retarded children. Factor analysis of questionnaire responses revealed four underlying attitude factors: positive stereotype, segregation in the community, segregation in the classroom, and perceived physical and intellectual handicap. Older Ss, parents of school aged children, and Ss with no previous contact with a retarded person tended to favor segregation of retarded children in the community. Results suggested that attitudes of these groups must be addressed if the retarded are to be successfully integrated into society. (Author/CL)

ABSTRACT 3171

EC 07 3171 ED N. A.
Publ. Date 75 126p.
Bergman, Joel S., Ed.
Community Homes for the Retarded.
Lexington Books/D. C. Heath and Company, College Division Marketing Services, 125 Spring Street, Lexington, Massachusetts 02173 ($11.00)

Descriptors: exceptional child services; mentally handicapped; group living; community role; community attitudes; community programs; normalization (handicapped); state programs; financial policy; program descriptions; program development; Deinstitutionalization; Massachusetts;

Described is a working model of community home programs for the retarded, and reviewed is the development of six such residences in Massachusetts. Initial steps in creating a community program are seen to include establishing a nucleus of interested persons, securing funding, and identifying the population. Legal responsibilities and parent involvement are among the factors considered regarding homes for retarded children. It is explained that selection of appropriate homes involves decisions about such matters as space, funding, furniture, and location. Interaction with the community's services (including the institution, medical facilities, and social service agencies) is discussed. Considered is the impact of the community home residents on the housemanager family. Recruitment, characteristics, training, and duties and responsibilities of housemanagers are reviewed. Described in a final chapter are behavioral approaches found to be successful in the Massachusetts program. Included in five appendixes are a housemanager's job description, house selection guide form, and sample budgets. (CL)

ABSTRACT 3201

EC 07 3201 ED N. A.
Publ. Date 75 11p.
Wehman, Paul H.
Critical Issues in the Habilitation of Mentally Handicapped Persons: 1975-1980.
Journal of Developmental Disabilities ; V1 N2 P5-15 75

Descriptors: exceptional child education; mentally handicapped; regular class placement; normalization (handicapped); behavior change; operant conditioning; reinforcement; group living; job training; trend analysis; Deinstitutionalization;

The author identifies four issues as critical in the habilitation of mentally handicapped (MH) persons from 1975 through 1980. The issues discussed include the integration of all MH children into the public school systems; expanded behavior modification training for a greater range of potential change agents and behavioral self control for MH persons; major factors in community transition (group home development and occupational training), and the modification and prevention of institutionalization. The issues are viewed as being intimately connected with progress made in the last decade. Where appropriate, relevant research is reviewed. (GW)

ABSTRACT 3438

EC 07 3438 ED N. A.
Publ. Date 75 56p.
People Live in Houses: Profiles of Community Residences for Retarded Children and Adults.
United States Government Printing Office, Washington, D. C. 20402 ($1.50)

Descriptors: exceptional child services; mentally handicapped; program descriptions; group living; community programs; respite care; residential programs; personal care homes; foster children; normalization (handicapped); Deinstitutionalization;

Provided are brief descriptions of 32 community residential programs in the US serving as alternatives to institutions for retarded children and adults. Information on staff, facilities, programs, management, and cost is provided on selected community residences for infants and children (including foster care and respite service agencies); for adults (including a transitional group residence, a hostel, and an apartment complex); and for older adults (such as a guardianship trust and home program and a family care residence). (CL)

ABSTRACT 3491

EC 07 3491 ED N. A.
Publ. Date 75 95p.
Fanning, John W.
A Common Sense Approach to Community Living Arrangements for the Mentally Retarded.
Charles C. Thomas, 301-327 East Lawrence Avenue, Springfield, IL 62717 ($8.50)

Descriptors: exceptional child services; mentally handicapped; group living; program development; program planning; community programs; Deinstitutionalization;

Discussed in the book are practical steps involved in planning and developing a community residence for mentally retarded persons. Community organization and education are considered as well as home selection, local ordinances and insurance, staff needs and patterns, and estimated costs for furnishings. Reviewed are such program development aspects as guidelines for heterosexual relationships, recreation, and transportation. Also covered are household orientation, maintenance, and emergency procedures; parent admissions policies; volunteer services; apartments; the need for sex education; program evaluation; vocational training; and common problems and mistakes. (CL)

ABSTRACT 3556

EC 07 3556 ED 112534
Publ. Date Aug 75 31p.

Reintegrating Mentally Retarded People into the Community: An Annotated Bibliography of Print and Audiovisual Information and Training Materials.
The Council for Exceptional Children, Reston, Va. Program for the Analysis of Deinstitutionalization Resources.
University of Oregon, Eugene. Rehabilitation Research And Training Center in Mental Retardation.
EDRS mf;hc
The Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091. (Free While Supply Lasts)

Descriptors: mentally handicapped; research reviews (publications); community programs; exceptional child services; community resources; program descriptions; audiovisual aids; films; filmstrips; innovation; Deinstitutionalization;

Presented in the annotated bibliography are 123 print and nonprint references (1962 - 1975) which document innovative efforts for reintegrating mentally retarded people into the community. It is explained that the references have been compiled from mail surveys, computer searches of national information systems, library handsearches and a telephone survey of developmental disabilities consultants. Entries are listed alphabetically by title and usually contain author's name, publication date, pagination and availability information, and a brief summary. Print material is said to include journal articles, books, booklets, project reports, conference reports, and monographs. Provided in the nonprint material is information on films and slideshows. (For related information, see EC 07 3554 and EC 07 3555.) (CL)

ABSTRACT 3783

EC 07 3783 ED 112583
Publ. Date 41p.
Position Papers of the American Association on Mental Deficiency, 1973-1975.
American Association on Mental Deficiency, Washington, D. C.
EDRS mf;hc

Descriptors: mentally handicapped; civil liberties; child advocacy; exceptional child services; guidelines; sterilization; normalization (handicapped); wages; drug therapy; professional associations; American Association on Mental Deficiency;

Presented are the American Association on Mental Deficiency's position papers regarding the rights of retarded persons. Included are statements on the following topics: basic rights (such as freedom of choice and the right to the least restrictive individually appropriate housing); work by residents in private and public institutions (including right to compensation); protection of the lives of mentally retarded persons in cases involving the termination of life-sustaining procedures; sterilization (including definitions of voluntary sterilization and of legally incompetent persons); guardianship (including a discussion of the guardian's powers and duties); human rights review and protection boards; the right to habilitation (including an individualized program plan and compensatory rights); and the use of physical, psychological, and psychopharmacological procedures to affect behavior of mentally retarded persons. (CL)

ABSTRACT 3819

EC 07 3819 ED 112594
Publ. Date Aug 75 104p.
Horejsi, Charles R.; Berkley, Ann B.
Deinstitutionalization and the Development of Community Based Services for the Mentally Retarded Youth of Western Montana.
University of Montana, Missoula. Department of Social Work.
Office of Child Development (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: mentally handicapped; community resources; exceptional child research; group living; prevention; interviews; adjustment (to environment); social services; parent attitudes; Deinstitutionalization; Montana;

Reported are findings and recommendations from the University of Montana's Project on Community Resources and Deinstitutionalization which were derived from interviews with 86 service providers and 9 social workers and from surveys of 61 retarded persons and their parents. It is explained that service providers most frequently identified the need for sheltered living arrangements to prevent institutionalization and depopulate the institutions, and that social workers felt community education and greater resources would increase the level of community acceptance. Summarized are parental views on such topics as satisfaction with their child's living arrangement, lack of community services, and confusion over service terminology. Described are recommendations for such service aspects as planning, program development and service coordination (including the need for program goals to conform to the developmental model and normalization principles); advocacy; placement procedures (including participation in decision making by residents and their parents or advocates) and residential services (including development of an aggressive program for foster home recruitment). (For related information, see EC 07 3857.) (CL)

ABSTRACT 3849

EC 07 3849 ED 112599
Publ. Date 75 357p.
Will, Patricia
Home and Family Living Laboratory Curriculum Guide.
Home and Family Living Laboratory, St. Paul, Minn. Child Development Center.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf;hc

Descriptors: mentally handicapped; curriculum guides; daily living skills; normalization (handicapped); home economics; exceptional child education; educable mentally handicapped; trainable mentally handicapped; secondary education; consumer education; leisure time;

Presented is the curriculum guide from the Home and Family Living Laboratory, a project of the Child Development Center (St. Paul, Minnesota) which serves educable mentally retarded and trainable mentally retarded teenagers and young adults. It is explained that the laboratory setting is a house (next to the school building) which accomodates 12 students, and that the purpose of the program is to facilitate transfer of home maintenance and home economics skills to a real life situation. Introductory information includes (association with nonhandicapped students) aspects of the program, take-home activities coordinated with each curriculum unit, and a guide for media to be used with each unit. Seven curriculum units cover the following topics (with sample objectives in parentheses): living in a neighborhood (understanding the rights and responsibilities of a property owner); money and the consumer (locating the price tag on an item); personal needs within the family (learning grooming and meal management); interior home care and planning (vacuuming); home maintenance (raking leaves); home emergencies (handling home fires); and leisure time (participating in games and hobbies). Provided for each unit are objectives, learning activities, vocabulary, teaching aids/resources, related academic objectives, and evaluative criteria. (LS)

ABSTRACT 3857

EC 07 3857 ED 112606
Publ. Date Aug 75 64p.
Horejsi, Charles R.
Deinstitutionalization and the Development of Community Based Services for the Mentally Retarded: An Overview of Concepts and Issues.
University of Montana, Missoula. Dept. of Social Work.
Office of Child Development (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: mentally handicapped; normalization (handicapped); community resources; exceptional child research; institutional environment; Deinstitutionalization;

Presented is an overview of issues and concepts related to deinstitutionalization and the development of community based services for the mentally retarded. Explained are distinctions between mental retardation and developmental disabilities, and between decentralization, deinstitutionalization, and institutional reform. Forces in the deinstitutionalization movement are analyzed, including normalization and legal action. Resistance by parents and economic interests are said to be among barriers to deinstitutionalization. Elements of a comprehensive service system, including adherence to a developmental model are considered, and comprehensive system services such as family support and child development services are described. Given are examples of deinstitutionalization efforts in Connecticut, Nebraska, and California. Approaches to deinstitutionalization in rural areas receive special consideration. (For related information, see EC 07 3819.) (CL)

ABSTRACT 3887

EC 07 3887 ED N. A.
Publ Date 75 108p.
Sayrs, Robert D.

Development of a Cooperative Workshop Facility for Handicapped Adults: Maxi II Practicum.

Randolph Public Schools, Auxiliary Services, Memorial Drive, Randolph, Ma 02638

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; young adults; adults; sheltered workshops; program development; daily living skills; employment;

Described is the establishment of a sheltered workshop serving 15-20 moderately retarded (IQs 35 - 50) nonemployable adult residents of Randolph, Massachusetts. Definitions of terms such as developmentally disabled serve as an introduction. Noted is the teacher training component which involved one intern per semester. Information is provided on client characteristics, program objectives and philosophy, the entrance procedure, the academic program (including language, reading, writing and number skills), the life skills program (including self preservation, everyday living, travel skills, and social skills), the employment program (including work activities and contracts), extraworksnop activities, equipment, community acceptance and support, funding, evaluation, and dissemination of information. Appendixes comprise about half the uocument and include items such as job descriptions of the teacher and workshop helper, the certificate of incorporation and correspondence, the registration form, copies of funding correspondence, and a pamphlet for dissemination. (DB)

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